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ABSTRACT

A master plan proposal for postsecondary education in Hawaii for 1977-1982 is presented. The goal for this overall program is to provide all qualified people of Hawaii an equal opportunity for quality education through public and independent institutions. Objectives include: (1) provision of a diversity of vocational, academic, and professional program offerings; (2) assessment of quality; (3) provision of access to all willing and able to benefit; (4) assurance of adequate state financing; and (5) coordination of educational resources. Outlined in this report are state characteristics in terms of population, economy, planning efforts, and college-going rates; and characteristics of the diverse postsecondary education institutions--University of Hawaii; the independent colleges; the Western Interstate Commission for Higher Education; the East-West Center; the Adult Education Program; licensed trade, technical, and vocational schools; and out-of-state degree-granting institutions. A system of planning for postsecondary education is also outlined. Appendices contain legislation on postsecondary education, a list of members of the postsecondary education commission, data tables on state and institutional characteristics, and self-assessments of the postsecondary institutions. (MB)

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A MASTER PLAN

FOR POSTSECONDARY EDUCATION IN HAWAII

1977 - 1982

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JC 790 022

Steering Committee on the Master Plan

State Postsecondary Education Commission
State of Hawaii

September 1977

FOREWORD

The State of Hawaii established a State Postsecondary Education Commission in 1974 in accordance with federal legislation authorizing the creation of such commissions in Section 1202 of the Education Amendments of 1972 (P.L. 92-318). Hawaii's State Postsecondary Education Commission received a grant under Section 1203, "Comprehensive Statewide Planning," to undertake planning for postsecondary educational resources in the State to be "better coordinated, improved, expanded, or altered so that all persons within the State who desire, and who can benefit from, postsecondary education may have an opportunity to do so." (See Appendix A for a copy of Federal and State statutes.)

In September 1976, the State Postsecondary Education Commission appointed a Steering Committee to develop a preliminary draft of a master plan for postsecondary education in Hawaii. With the full cooperation and assistance of the University of Hawaii, Brigham Young University--Hawaii, Chaminade University of Honolulu, Hawaii Loa College, Hawaii Pacific College, the East-West Center, the WICHE student exchange program and the adult education program of the Department of Education, the Steering Committee was able to complete this draft for consideration by the State Postsecondary Education Commission. (See Appendix B for a list of individuals who participated in the work of the Steering Committee.)

The Steering Committee realizes that there is no legal authority inherent in this draft of the Master Plan. However, it is the hope of the Steering Committee that this draft will be helpful to the State Postsecondary Education Commission, the institutions of postsecondary education and others interested in improving the scope and quality of postsecondary educational opportunities in Hawaii.

SUMMARY OF THE STATE PLAN

This very brief summary of highlights is presented for a quick overview of the Master Plan for Postsecondary Education in Hawaii. Only the results of the Committee's research and deliberations are included here, so the reader is urged to read the Plan in its entirety.

I. Definition

Postsecondary education consists of instruction and other learning opportunities offered by institutions that (1) serve primarily persons who have completed or terminated their secondary education or are beyond the age of compulsory school attendance and (2) are accredited by agencies officially recognized for that purpose or are eligible to participate in federal programs or are licensed by the State of Hawaii.

The 1977 Plan covers the following institutions or programs: University of Hawaii (all campuses), Brigham Young University-Hawaii, Chaminade University of Honolulu, Hawaii Loa College, Hawaii Pacific College, East-West Center, student exchange program of the Western Interstate Commission for Higher Education, adult education program of the Department of Education.

The 1978 Update will include: International College, University of Western Pacific, out-of-state degree-granting institutions operating in Hawaii, 61 licensed trade, technical and vocational schools, correspondence schools.

II. Goal and Objectives

The goal proposed for Hawaii's postsecondary education program is: To provide all qualified people of Hawaii an equal opportunity for quality postsecondary education through public and independent educational institutions. The following objectives are the means for accomplishing the goal of post-secondary education:

- DIVERSITY There should be a range of postsecondary educational institutions sufficient in number and variety to provide levels, types and quality of vocational, academic and professional programs in response to the wide array of individual and societal needs and interests.

- QUALITY Quality should be the aim of the varied aspects of postsecondary education. Since the definition of quality may vary among programs, ways should be developed to enable assessment in terms appropriate to the educational endeavor.

- ACCESS The State of Hawaii should continue its efforts to provide appropriate educational opportunities for all who are willing and able to benefit from postsecondary education. Educational opportunities should not be limited because of an individual's race, religion, sex, ethnic origin, socio-economic status, age, or geographical location, per se.

- FINANCING The State of Hawaii needs to provide adequate financing for the postsecondary education program in order for it to achieve its goals of diversity, quality, and access.

- COORDINATION The very diversity and comprehensiveness of an effective postsecondary education program require that there be coordination of educational resources so as to increase program effectiveness and improve services within the context of financial responsibility.

III. Committee's Recommendations

Representatives of the institutions and programs covered in this Plan prepared institutional self-assessments in terms of the goal and objectives of postsecondary education given above. The cooperation and participation of the representatives were essential and invaluable to the work of the Committee.

The following recommendations were reached by the Committee, and implementation is denoted by a designation of the responsible agency or agencies in parenthesis. Unless a deadline is suggested, implementation is expected on a continuing basis.

Much of the spirit and many of the recommendations in this Plan can be implemented by the institutions themselves, and their participation in the work of the Steering Committee makes us optimistic about implementation. Other recommendations raise policy questions and require executive and legislative consideration. The remaining are related to the role that the State Postsecondary Education Commission defines and assumes.

The Steering Committee believes that there is a need for the State Postsecondary Education Commission to assist public and independent institutions to work together on policy issues and to share information useful to their planning. Such a role can be assumed with a minimum of staff and without developing another bureaucratic layer. Much of the success of the Commission will depend on the voluntary and cooperative participation of the institutions of postsecondary education.

Recommendations:

A. *Diversity*

A-1. *Institutions of postsecondary education should continue to maintain, if not strengthen, their distinctiveness. They should not ape each other's programs, which unnecessarily duplicate, but should strive to develop programs in ways that further enrich diversity, quality and access in postsecondary educational opportunity in Hawaii.* (Institutions)

A-2. *The State of Hawaii should recognize that independent institutions offer diversity in educational opportunity and should develop policies which sustain the vitality of the independent sector as a necessary component of a comprehensive system of postsecondary education. Exploration, for example, might be made of alternative forms of financial assistance and representation on committees that affect postsecondary education. Distinctive differences in programs and educational opportunities between public and independent institutions are desirable.* (Governor and Legislature)

A-3. *Doctoral and professional programs should be offered, in the public sector, only by the University of Hawaii at Manoa. New master's programs in the public and independent sectors should be undertaken with knowledge of their financial implications and of potential manpower demands and after the related academic programs and intentions of other institutions are assessed. Institutions contemplating new graduate programs or evaluating present ones should explore the possibilities of regional exchanges of students, including the WICHE Fellows Exchange Program.* Over time this may enable institutions to develop areas of specialization more effectively. (Institutions)

A-4. *The State of Hawaii should continue to participate in the WICHE student exchange program covering selected professional fields.* This approach enhances diversity without incurring burdensome financial commitments on the part of the State and the students involved. (Governor and Legislature)

A-5. *Hawaii's institutions in the public and independent sectors should explore possibilities of consortium arrangements among themselves--for graduate programs especially, but also for baccalaureate programs, technical/vocational programs and continuing education programs.* (Institutions)

A-6. *Institutions in the public and independent sectors need to work together to prepare an effective catalogue of postsecondary educational offerings, including information on tuition and financial aid. This needs to be updated periodically, so that the residents of Hawaii may be fully and easily informed of the diversity of opportunities*

available in the State. This catalogue should also assist counselors in their academic advising. (Institutions; Fall 1978)

A-7. *Within the unique framework of the East-West Center, a national educational institution, the State of Hawaii and the East-West Center should jointly explore ways in which they may become more mutually beneficial to each other.* (Governor and East-West Center)

A-8. *The University of Hawaii, the Department of Education and the independent colleges and universities should develop a comprehensive plan for continuing education and lifelong learning which, at a minimum, (a) identifies the variety and magnitude of needs in continuing education, (b) provides for postsecondary educational opportunities, through various media and instructional delivery systems, on all islands of the State, (c) considers the roles of the public and independent sectors in providing continuing education, (d) clarifies the respective responsibilities of the University and the DOE in providing adult basic education through high school completion and (e) evaluates financing arrangements.* (Institutions)

A-9. *Institutions in the public and independent sectors should share information in developing approaches to evaluating and giving credits for life/work experiences of adults and in developing and using new systems for self-instruction. These might provide the flexibility desired by adults and still enhance quality in continuing education programs.* (Institutions)

A-10. *The State of Hawaii should consider the feasibility of utilizing existing public and private organizations to provide opportunities for adults interested in obtaining educational/vocational/career counseling.* (Governor and Legislature)

B. *Quality*

B-1. *Institutions should continue to use various methods for critical evaluation of the quality of their offerings. This could include self-assessment, external audits, student ratings, accreditation programs, etc.* (Institutions)

B-2. *Institutions should independently seek to improve measures of educational quality and should be encouraged to exchange information about such measures. In the evaluation of graduate and professional programs especially, the use of outside consultants is essential.* (Institutions)

B-3. *In deciding whether existing programs should be continued, modified or terminated and whether new programs should be started, institutions should continue to consider the following: (a) determination that the program relates to the institution's mission; (b) demonstrated*

need for the program including, but not limited to, student demand, manpower needs and possible contribution to the understanding of societal problems; (c) assessment of the total operating and capital costs of the program and the feasibility and availability of financial support (especially applicable to new program requests); (d) assessment of whether the program unnecessarily duplicates other programs and whether avenues of cooperative approaches have been explored with other public and independent institutions; (e) assessment of the impact of the program upon other programs within the institution; (f) assessment of the availability of similar programs in the Western region, including the WICHE student and fellows exchange programs (especially for new graduate program requests). (Institutions)

B-4. *Institutions should insure that the quality of their off-campus offerings is equal to that of courses given on campus.* (Institutions)

B-5. *Basic to any institutional desire to achieve quality are the professional pride and personal motivation for quality in students, in faculty and staff members, in administrators, in governing board members. Institutions may find it helpful to consider ways in which the institutional environment might motivate individuals to put forth their best efforts.* (Institutions)

C. *Access*

C-1. *Institutions are encouraged to re-examine and intensify their efforts to attract and retain students from ethnic groups under-represented in their student bodies.* (Institutions)

C-2. *In order to carry out the State's commitment to equal educational opportunity, the State should take appropriate steps to minimize the following barriers to access:*

a. *the "isolation barrier" for qualified persons living in remote areas but interested in seeking postsecondary education by developing special financial aid programs and new delivery systems, thus making educational opportunities available on all islands.*

b. *the "academic deficiency barrier" by developing closer working relationships between postsecondary education institutions and the DOE in making secondary education more effective.* Such efforts, if successful, may make postsecondary education accessible to more students and reduce the remediation work in such institutions. The psychological and financial benefits are evident.

c. *the "financial barrier" by developing a State policy on financial assistance to students in accredited public and independent institutions so as to minimize the effects of inadequate financial resources on the educational/career choices of students.*

d. *the "transportation barrier" of physically handicapped individuals.* (Governor, Legislature and Institutions)

C-3. *As a means of furthering access on the graduate/professional level, the State should complement its participation in the WICHE student exchange program by also encouraging greater participation in the WICHE Fellows program.* (Institutions)

C-4. *Continuing education and adult education programs in institutions of postsecondary education should explore the feasibility of counseling services for their clientele and develop plans which indicate their nature, scope and cost.* (Institutions)

C-5. *Efforts should be made to computerize student records in the DOE adult education program so as to enable the collection and analysis of data. Such analysis should be helpful in evaluating access and in developing program plans.* (Department of Education)

C-6. *Institutions are urged to work together to minimize problems of credit transferability and to ease student movement between institutions, particularly from two- to four-year institutions.* (Institutions)

C-7. *The State of Hawaii should continue its policy to offer tuition-free educational opportunities to persons 60 years or older on a space-available basis in public institutions.* (Governor and Legislature)

C-8. *Information on postsecondary educational opportunities in Hawaii should be disseminated throughout the Pacific area and, for programs which may be of singular benefit to countries of the Pacific, special arrangements for the handling of these educational needs are encouraged.* (Governor, Legislature and Institutions)

D. *Financing*

D-1. *The State Postsecondary Education Commission should assist the State in defining more clearly State responsibilities in financing public and independent institutions of postsecondary education. This would include consideration of the division of responsibility for financing both public and independent institutions among state and federal governments, users and other sources (gifts and grants, etc.).* (State Postsecondary Education Commission)

D-2. *The State should continue to assume the major responsibility for financing public postsecondary education.* (Governor and Legislature)

D-3. *The State also has a responsibility for providing financial support to Hawaii's citizens who wish to attend other in-state institutions (accredited, degree-granting non-profit institutions of higher education).* (Governor and Legislature)

D-4. *There is need to clarify the financing of postsecondary education by continuing review and revision of public policy on tuition and financial aid. This is an extremely significant area. Such a study should be undertaken by the State Postsecondary Education Commission. The development of a policy on tuition and financial aid should consider, but not be limited to, the following:*

a. *identification of the basis for establishing tuition by analyzing public vs. personal benefits, by relating tuition to ability to pay.*

b. *definition of the instructional cost base in vocational/technical programs, undergraduate programs, graduate/professional programs, continuing education, adult basic education, etc.* (The work of NCHEMS on State-Level Information Base should be helpful.)

c. *exploration of a tuition pricing system that differentiates between educational segments (public university, public four-year colleges, public two-year colleges, adult education program), educational levels (lower division, upper division, etc.), academic programs (liberal arts, medicine, carpentry, etc.), full- or part-time status of students and resident and non-resident students.*

d. *possibilities of setting limits, in terms of semesters, credits carried or some other criterion, to student entitlement of regular tuition and of setting higher tuition levels once those limits are exceeded.*

e. *feasibility of re-establishing the granting of a few scholarships based not on financial need but on academic and other achievement.*

f. *the consequences of a tuition policy on student choice and on access, diversity and quality.*

g. *the effects of a public tuition policy on the independent colleges and universities.* (State Postsecondary Education Commission)

D-5. *To achieve financial and other objectives, institutions are urged to explore the feasibility of time-shortened baccalaureate degrees, of assisting students to pursue their studies on a full-time basis so as to reduce the time required to obtain their degrees and of using financial and other incentives to encourage students to select their courses with care and to complete the courses they select.* (Institutions)

E. Coordination

E-1. The State Postsecondary Education Commission should assist in facilitating cooperation between the public and independent sectors in planning postsecondary educational opportunities for Hawaii by creating an inter-institutional liaison committee. An emphasis should be placed on the sharing of information. (State Postsecondary Education Commission)

E-2. After five years, the State Postsecondary Education Commission should assess its role and effectiveness and evaluate the action taken on the recommendations in this Plan. (State Postsecondary Education Commission)

E-3. The University of Hawaii and the Department of Education, as two highly centralized systems of public education, should establish a joint council to study and develop recommendations pertaining to articulation between secondary and postsecondary education systems. (University of Hawaii and Department of Education)

E-4. In order to minimize the unnecessary duplication of resources and to promote their most effective utilization, institutions are urged to share human and physical resources, when feasible, and to develop equitable arrangements for such sharing. (Institutions)

IV. System of Planning

Development of a master plan for postsecondary education is only the first step in the planning process. While master planning provides a framework, program development planning is concerned with short or long range plans for a particular program (e.g., continuing education) to achieve the goals and objectives of master planning.

It is essential that there be statewide planning for postsecondary education, but that planning needs to consider the Hawaii State Plan and the individual plans and programs of postsecondary education institutions. They, in turn, should consider the master plan in their planning efforts, for it is obvious that many of the Committee's recommendations are expected to be implemented by the institutions themselves.

We have suggested that the State Postsecondary Education Commission, after five years, evaluate the progress made in implementing the recommendations of this Plan. A new Committee on the Master Plan might be appointed at that time or as need indicates to update the 1977 Plan.

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I. Introduction: Definition of Postsecondary Education

Developing a Master Plan for Postsecondary Education requires a definition of that term. Neither the federal legislation authorizing the creation of 1202 commissions nor Hawaii's statute establishing the State Postsecondary Education Commission defines "postsecondary education." However, both pieces of legislation require that the composition of the Commission be "broadly and equitably representative of the general public and public and private non-profit and proprietary institutions of postsecondary education in the State."

A broad and simple definition of postsecondary education might encompass all learning opportunities engaged in by persons who have completed secondary education or who are beyond the compulsory school attendance age. Such a definition would include opportunities offered by accredited and non-accredited institutions as well as by numerous other agencies, such as art academies, museums, libraries, industries and unions, to name a few.

We can limit our definition of postsecondary education by requiring that learning opportunities be offered by educational institutions, accredited by agencies created for that purpose or licensed by the State of Hawaii. Other means of limitation are to focus (a) only on in-state institutions, (b) only on those learning opportunities that carry credit or its equivalent toward some specific degree, diploma or certificate, or (c) only on institutions that receive public funds.

On the other hand, we can broaden our definition of postsecondary education by including the entire triad of aims commonly held by institutions of higher education--instruction, research and public service--rather than focusing only on instruction. We might also consider the inclusion of out-of-state institutions that (a) offer instruction or academic programs in the State of Hawaii, (b) attract large numbers of college students who are Hawaii residents, or (c) offer selected programs covered by interstate compacts that enable the admission of Hawaii's residents.

A. Our Definition of Postsecondary Education

Postsecondary education consists of instruction and other learning opportunities offered by institutions that (1) serve primarily persons who have completed or terminated their secondary education or are beyond the age of compulsory school attendance and (2) are accredited by agencies officially

recognized for that purpose or are eligible to participate in federal programs or are licensed by the State of Hawaii.

This means that institutions must be educational in nature, such as colleges, universities, vocational schools or campus substitutes like open universities. Such institutions must also be recognized as educational institutions by the U. S. Office of Education or by the State of Hawaii. The definition includes the following public and independent institutions:

1. The University of Hawaii--all campuses: University of Hawaii at Manoa, University of Hawaii at Hilo (Hilo College, College of Agriculture, Hawaii Community College), West Oahu College, Honolulu Community College, Kapiolani Community College, Kauai Community College, Leeward Community College, Maui Community College, Windward Community College.

2. Colleges licensed by the Department of Regulatory Agencies:

   a. In-State: Brigham Young University--Hawaii, Chaminade University of Honolulu, Hawaii Loa College, Hawaii Pacific College, International College, University of Western Pacific.

   b. Out-of-State degree-granting institutions offering instruction in the State: Laverne College, Pepperdine College, Pacific Christian College, University of Southern California, Central Michigan University, Embry Riddle Aeronautical University.

3. East-West Center.

4. WICHE (Western Interstate Commission for Higher Education) student exchange program.

5. Department of Education--adult education program.

6. Licensed trade, technical and vocational schools in the State (61 such institutions; 28 are either accredited and/or approved for veterans training).

7. Correspondence schools operating in the State.

B. The 1977 Master Plan and the 1978 Update

Given the short period of time in which the preliminary draft of the master plan had to be prepared, it was not possible to include all of the institutions covered by the definition of postsecondary education in the 1977 plan. We concentrated this year's efforts on in-state institutions of postsecondary education and programs which (1) are receiving state funds and/or (2) are engaged in higher education. In the 1978 Update, remaining institutions covered by the definition will be included.

The 1977 Plan includes:

--University of Hawaii (all campuses)

--Brigham Young University--Hawaii

--Chaminade University of Honolulu

--Hawaii Loa College

--Hawaii Pacific College

--East-West Center

--Western Interstate Commission for Higher Education (WICHE) student exchange program

--Department of Education--adult education program

The 1978 Update will include:

--International College, University of Western Pacific

--Laverne College, Pepperdine College, Pacific Christian College, University of Southern California, Central Michigan University, Embry Riddle Aeronautical University

--61 Licensed trade, technical and vocational schools

--Correspondence schools

II. State Setting

Part II briefly summarizes selected characteristics of the State of Hawaii in terms of its population, economy, educational planning efforts and college-going rates.

A. Population

Hawaii's resident population has continued to grow over the years as has the concentration of residents on Oahu. However, the data in 1976 show the latter trend may be changing as rate of increase on the other islands (21 percent) exceeded that of Oahu (14 percent) during the period 1970-76.

According to the Department of Planning and Economic Development, the State's population is now close to 890,000 with 81 percent of the population residing on Oahu.

Year	Population	Percentage Distribution	
		Oahu	Other Islands
1940	422,770	61.0%	39.0%
1960	632,772	79.1	20.9
1970	769,913	81.9	18.1
1976	886,600	81.0	19.0

Between 1960 and 1970, the most important cause of population growth was the excess of births over deaths. During the 1970's an equally significant factor was net in-migration. Most of the in-migration consisted of people from the U. S. Mainland even with the exclusion of the armed forces and military dependents. For example, during 1970-76, there was a total of 178,683 in-migrants; 133,141 were from the Mainland. Among the alien in-migrants, the leading groups in recent years have been Filipinos, Koreans and Vietnamese.

Other recent changes in Hawaii's population are:

1. Age composition: growth rates during 1970-76 have been lowest (2 percent) for 5-17 year olds and highest (36 percent) for persons 65 years and older.

2. Ethnic composition: In 1950 the Japanese comprised over 1/3 of Hawaii's population; today the Caucasians are the largest group. The major groups were:

	1950	1976
Japanese	36.1%	26.6%
Caucasians	23.0	27.8
Hawaiians & Part Hawaiians	19.1	17.7

The population projection recommended for planning purposes is Series E-2, one of several developed by the Department of Planning and Economic Development (see Appendix C, Table 1). The State's resident population is expected to reach 930,000 in 1980; 1,349,200 in the year 2000; 1,927,400 in 2020. Population growth on the Neighbor Islands is expected to be somewhat higher than Oahu, and the median age for the State is expected to rise from 25.0 years in 1970 to 29.6 years by the year 2000.

B. Economy

A recent report of the Department of Planning and Economic Development indicates that Hawaii's economy "turned in a mixed performance in 1976, resulting in another year of slow economic growth" and that "economic conditions in Hawaii should improve in 1977. The visitor industry is in for another solid year of expansion."[1]

The slowing down of Hawaii's economic growth is in contrast to the boom years which began a decade ago. The economic indicators in Appendix C, Table 2, show percentage changes from 1966 to 1976:

1. per capita personal income rose 126 percent; per capita taxes, 153 percent.

2. number of visitors rose 284 percent and total hotel rooms, 156 percent.

3. total housing units rose 40 percent.

4. in terms of expenditures, visitor expenditures rose 418 percent; military expenditures, 110 percent.

5. in terms of the general excise tax base, sugar processing rose 54 percent; pineapple canning dropped 10 percent. However, in comparing 1976 to 1975, sugar processing dropped 55 percent; pineapple canning, 28 percent.

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[1]State of Hawaii, Department of Planning and Economic Development, The Economy of Hawaii 1977; Annual Economic Report and Outlook (1977), p. 1.

6. in terms of the general excise tax base, retail sales rose 212 percent; wholesale sales, 268 percent; diversified manufacturing, 101 percent.

7. value of construction completed rose 173 percent, but in comparing 1976 to 1975, construction value dropped by 11 percent.

The high unemployment rate (9.8 percent) is expected to continue because of "a high rate of labor force growth and higher labor force participation for women and teenagers."[2]

The Department of Planning and Economic Development describes the immediate economic outlook as "sluggish" and the long-term prospects as depending on the growth of the national economy. Tourism is seen as a major source of economic growth. "The need for future growth in Hawaii is real, because 100,000 jobs will be required over the next decade to accommodate a labor force that is expected to grow at annual rates of 2 percent from now until 1980, and by 2.6 percent from 1980 to 1985."[3]

Hawaii's economic growth and stability were discussed in an issue paper by individuals working on the Hawaii State Plan. "Hawaii's economy is becoming less self-sufficient and increasingly reliant on a small number of industries vulnerable to significant economic fluctuations. If these trends should continue, Hawaii will become increasingly vulnerable to recessions, experiencing more frequent periods of high unemployment rates and low revenues for corporations and government."[4] Specific recommendations for improving economic stability were discussed, regarding tourism, sugar prices, construction, petroleum supply restrictions and price increases, shipping strikes and economic development.

In view of the concern over unemployment and the lack of jobs for college graduates, a special attempt was made to locate manpower projections for the State of Hawaii. Two were found:

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[2]Ibid., p. 2.

[3]Ibid., p. 14.

[4]Department of Planning and Economic Development, "Statewide Priority Issue: Economic Growth and Stability" in Report to the Ninth Legislature of the State of Hawaii (January 1977), p. 1.

1. Hawaii's Industry-Occupational Opportunities (July 1974), by the Department of Labor and Industrial Relations, summarizes industry and occupational manpower needs till 1980. Included in the summary of highlights are the following:

   Of the total new jobs expected to be created between 1970-1980, white collar will contribute 68 percent, blue collar 17 percent, and services 19 percent. Farming will decline by 4 percent.

   The largest number of jobs, 12,850 or 19 percent of the total new jobs, will be in the clerical workers group. The highest rate of increase will be in the professional and technical workers group, which will expand by 17,000, an increase of 40 percent.

   Of the 11,750 blue collar jobs, the craftsmen group will contribute 7,000 or 60 percent.

   Between 1970 and 1980, total manpower needs due to industrial expansion and replacement needs will amount to 167,800 or 16,780 annually. Of the total job openings, 100,040 or 60 percent will be from death or retirement of workers.

   Of the total manpower needs, 63 percent will be for white collar workers, 17.5 percent for blue collar workers, 19.5 percent for service workers and farming jobs, .15 percent. (p. v) (See Appendix C, Table 3 and Table 4 for more details.)

2. Summary of Hawaii's Five-Year & Annual State Plans for the Administration of Vocational Education: Fiscal Years 1978-1982 (May 1977) by the Office of the State Director for Vocational Education, includes projections of employment opportunities related to the following vocational education programs: agriculture, distributive, health, home economics--occupational preparation, office, technical, trades & industry. The data indicate that there will be a demand close to 15,600 in 1978 and about 17,000 in 1982. The projected supply figures were about 8,200 and 9,950, respectively. (See Appendix C, Table 5 for details.)

C. Planning Efforts

A most significant planning effort currently underway is that of the Department of Planning and Economic Development on the Hawaii State Plan as mandated by the Eighth Legislature of the State of Hawaii:

> Under Chapter 225, HRS, the Department of Planning and Economic Development is responsible for developing a long-range, comprehensive State Plan containing statements of the social, economic, and physical objectives to be achieved for the general welfare and prosperity of Hawaii's people. The Plan is to serve as a guide for the future development of the State. This legislation provides for the creation of a structure for policy plan formulation and program plan coordination that will order the actions of all State and County agencies under the general policies and directions prescribed by the Legislature through the State Plan.[5]

Major studies being conducted for the State Plan and nearing completion are: Population Study, Primary Economic Activities Study, Environmental Quality and National Resources Study, Facility Systems Study and Socio-Cultural Advancement Study. During 1977 final public hearings will be held to assure adequate review of the draft Plan prior to submission to the 1978 Legislature for its action.

The draft Plan includes the following goal statement:

> A strong, viable economy characterized by stability, diversity, and growth, which enables the fulfillment of needs and expectations of Hawaii's present and future generations.
>
> A desired physical environment characterized by beauty, cleanliness, stable natural systems, and uniqueness, which enhances the mental and physical well-being of people.
>
> Attainment of physical, social, and economic well-being for individuals and families in Hawaii.

Following this goal statement are "objectives and policies" related to population, the economy, natural environment, facility systems and socio-cultural advancement. "Education" is one of 8 sub-areas under socio-cultural advancement, and its objective is stated thus:

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[5]Ibid., p. 1.

> Provision of a variety of educational opportunities to enable individuals to fulfill their needs, responsibilities, and aspirations.

Other planning efforts especially relevant to the development of a plan for postsecondary education in Hawaii are the numerous academic plans and educational development plans of the institutions themselves. The public institutions have developed such plans over the years as have the independent institutions in varying degrees of specificity.

In addition, there are the 1969 Master Plan for Public Education in Hawaii by the Department of Education and the State Master Plan for Vocational Education, revised in 1974 to update the 1968 Master Plan, by the State Vocational Education Coordinating Advisory Council, composed of representation from the Board of Regents, the Board of Education and the Commission on Manpower and Full Employment. The purpose of vocational education is set forth as follows:

> To maximize the potential of the individual to fulfill his personal, social and career goals through developing his skills and abilities to meet the needs and requirements of a productive society.

Few would quarrel with the objective of Education in the draft Plan or with the purpose of vocational education stated above. Both sets are concerned with the individual's self-development and fulfillment as well as with society's need for trained manpower.

D. College-Going Rates

There are several indications that college-going rates in Hawaii have generally risen in recent years. The U. S. Bureau of the Census indicates that growing proportions of Hawaii's youth were enrolled in educational institutions in 1970, compared to 1960:

	1960	1970
18-19 years	34.4%	53.1%
20-21 years	15.7	22.4
22-24 years	8.7	13.6
25-34 years	5.1	6.5

The 1970 Census data also show that the median school years completed by adults in Hawaii was 12.3 compared to the national median of 12.1. In 1970, of the 384,843 persons 25 years old and over, 26 percent had had at least one year of college in comparison to 17 percent in 1960. It is obvious that many adults have sought a college education in recent years.

Another source of information on college-going rates to public institutions is the University of Hawaii. For many years the University has prepared reports on Hawaii's high school graduates who enter the University of Hawaii System immediately after graduation. The data in Appendix C, Table 6 show that the peak going-rate was reached in Fall 1972 (46.3 percent) and that the Fall 1976 rate was lower (42.1 percent). However, it is important to note that these entering freshmen represent only a portion of Hawaii's high school graduates in the University System, for some enter several years after high school graduation. This is particularly true of community college students. For example, entering freshmen in the community colleges in Fall 1976 who were Hawaii high school graduates (4,440) were distributed as follows by year of graduation: 1976 (3,197), 1975 (276), 1974-1972 (291), before 1972 (655).[6]

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[6]University of Hawaii Management Systems Office, "High School Backgrounds of Entering Students, University of Hawaii System, Fall 1976" (December 1976), p. 4. Year of graduation was missing for 21 students.

The decrease in the University going-rate of Hawaii's high school graduates immediately after graduation is also shown in the decrease in high school seniors whose post-graduation plan is to continue their schooling. The data in Appendix C, Table 7 show that the percentage of high school seniors who planned to continue their schooling were 49 percent in 1952, 63 percent in 1960, 81 percent in 1970 and 74 percent in 1976. Up until 1975, over half of Hawaii's high school seniors with educational plans intended to enroll at a four-year institution, but in 1976 a greater proportion selected a two-year college (56 percent) than a four-year institution (44 percent).

Studies have also been made to compare the post-graduation plans of high school seniors and their actual activities one year later.[7] While differences have been found, a majority of graduates were attending school. The follow-up data for the Class of 1973, for example, show that 81 percent of the seniors were in school: 49 percent, full-time; 32 percent, school and employment. More than half of the graduates in school were attending four-year institutions. However, there was an increase in the proportion going to two-year institutions: 6 percent of 1962 graduates to 40 percent of 1973 graduates in school were in two-year institutions. This rise in attendance at two-year institutions was accompanied by a decrease in the proportion attending occupational schools: from 28 percent in 1962 to 4 percent in 1973.

While college-going patterns have undergone changes in recent years, the demand for postsecondary education continues.

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[7]University of Hawaii, Survey Research Office, Historical Analysis of Secondary Student Status Report 1962-1972 (March 1973); Secondary Student Status Survey, Class of 1973 (September 1975).

III. State's Postsecondary Education Institutions

Hawaii has a variety of institutions offering post-secondary education. Each has a history and distinctive character from which are drawn selected highlights to provide a background for the institutional self-assessments that are presented in Part V.

The magnitude of the clientele engaged in postsecondary education is shown in the data below:

Fall 1976 Enrollment in Higher Education, Credit Day Program:		50,449[1]
University of Hawaii:	44,712[2]	
U.H. Manoa	21,356	
U.H. Hilo	3,708	
West Oahu College	139	
Honolulu Community College	4,450	
Kapiolani Community College	4,617	
Kauai Community College	1,186	
Leeward Community College	6,450	
Maui Community College	1,652	
Windward Community College	1,154	
Independent Colleges:	5,737	
Brigham Young University-Hawaii	1,205	
Chaminade University of Honolulu	2,988	
Hawaii Loa College	239	
Hawaii Pacific College	1,305	
Fall 1976 Hawaii Residents Enrolled as WICHE Students:		100
1975-76 Adult Education Program, Department of Education:		66,074 class registrations[3]

The above data indicate that close to 90 percent of Hawaii's college students are enrolled in the University of Hawaii. This pattern may partially be due to the fact that higher education in Hawaii began in the public sector with the creation of a land-grant institution.

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[1] In addition to these credit enrollments are registrations in non-credit programs, registrations in summer session terms, registrations in evening programs offered by the institutions of higher education.

[2] This is not an unduplicated head count. For example, students registered at two campuses are counted twice.

[3] Adult education students registered in two semesters or at two schools, or in two classes are counted twice. An unduplicated head count is estimated to be around 44,000 individuals. (Source: Department of Education, Community Services Section.)

Following is a brief description of each of the institutions included in this plan. Also discussed are other institutions of postsecondary education: (1) licensed private trade, technical and vocational schools and (2) out-of-state degree-granting institutions offering instruction in the State.

A. University of Hawaii

In 1907 the Territory of Hawaii established a "College of Agriculture and Mechanic Arts" on Oahu under the Morrill Land Grant Act, as amended. Legislation in 1920 transformed the college into the University of Hawaii and directed the administrators "to lay the foundation for a larger range of collegiate work in Hawaii by establishing a university . . . sufficiently inclusive to provide for all future needs."

Much has happened during the University's first seven decades. There has been great growth in number and diversity of undergraduate and graduate offerings as well as in the size of faculty/staff and the student body. The number of colleges, schools and campuses has increased. The University of Hawaii now includes U.H. Manoa, U.H. Hilo, West Oahu College and six community colleges--Honolulu, Kapiolani, Kauai, Leeward, Maui and Windward.

The following sections summarize data on the University's curriculum, enrollment, degrees, faculty/staff, finances and tuition.

1. Curriculum The University of Hawaii offers a wide variety of curricula as well as diverse types of degrees. A detailed listing of curricula offered at each campus, and described by the University as "reasonably current," is found in Appendix D, Table 1, which indicates that in Fall 1976:[4]

(a) The University of Hawaii at Manoa offered the Bachelor's degree in 74 programs, the Master's degree in 66, the Doctor's degree in 34 (31 Ph.D., Ed.D., J.D., M.D.) and other degrees in 8 programs.

(b) The University of Hawaii at Hilo offered the Bachelor's degree in 22 fields, Associate degrees in 19 and certificates of achievement in 18. (Hawaii Community College is part of U.H. Hilo.)

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[4]West Oahu was authorized in Spring 1977 to offer the B.A. degree in three areas: humanities, social sciences and professional studies.

(c) The remaining six community colleges all offered Associate degrees (A.A. and A.S.) and certificates of achievement. For the community colleges as a group, certificates of achievement were offered in 33 different programs, the A.A. in 3, and the A.S. in 44.

2. Enrollment (Appendix D, Table 2)

Enrollment increases in the regular credit programs of the University have been great. In Fall 1950 there were about 5,000 students enrolled at the University of Hawaii and the Hilo Campus; in Fall 1976 there were 44,700 students at the University's nine campuses.

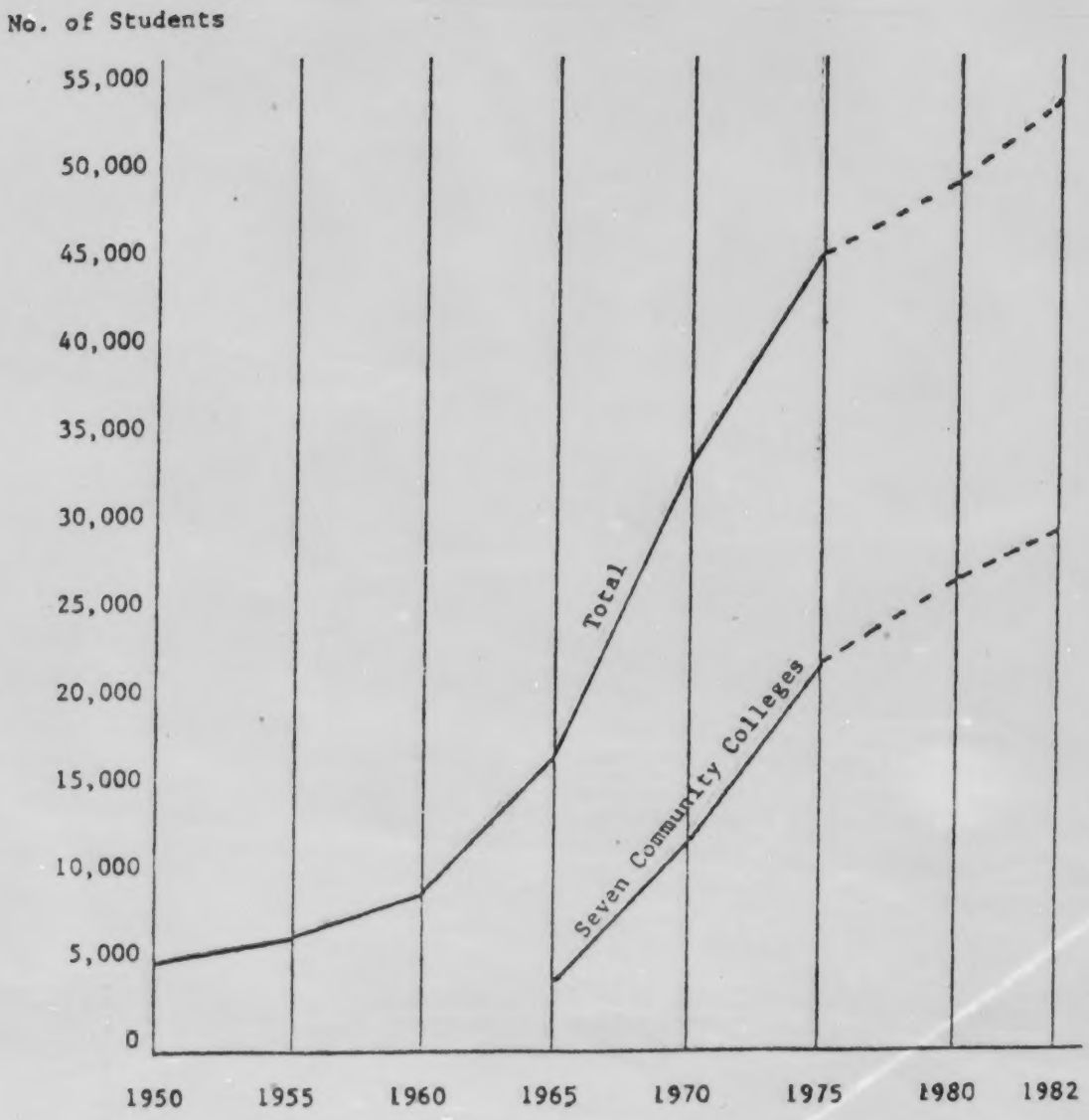
A great rise in enrollment took place during the 1965-70 period when (1) the number of graduate students seeking degrees rose from 1,601 to 3,441 and (2) the number of community college students increased from 2,010 to 10,850 and continued in subsequent years. The Fall 1976 enrollment was 21,380 for the seven community colleges. The student body at U.H. Manoa has been slightly over 21,000 since 1970, including classified graduates who now number approximately 4,300. The Hilo College registration was close to 2,000.

The most recent set of preliminary enrollment projections for the University indicates that the total is expected to rise from 44,000 to over 52,000 in 1982, as shown in Figure 1. (See Appendix D, Table 3, for details.)

In addition to these day enrollments in regular credit programs, there are other kinds of courses offered by the various campuses. During 1975-76, there was a total of over 62,000 registered in such courses:

Continuing Education Enrollments 1975-76		19,302
Credit	14,047	
Non-Credit	5,255	
Summer Session Enrollments 1976		20,409
Credit	20,261	
Non-Credit	148	
Community College Special Enrollments 1975-76		22,410
Apprentice/Journeyman	6,636	
Hoomana School	312	
Manpower Training	2,564	
Other (largely non-credit)	12,898	

Figure 1
Actual and Projected Fall Enrollments in Regular Credit Programs
University of Hawaii
1950–1982



Source: Actual data from Appendix D, Table 2.

Preliminary projections from Appendix D, Table 3.

Undoubtedly, there is some duplication in the above head counts, but its extent is not known. The magnitude of these programs, however, is noteworthy.

3. Degrees The total number of degrees awarded by the University of Hawaii has risen sharply in the last quarter of a century: from 859 in 1950-51, to 1,190 in 1960-61, to 5,711 in 1970-71. In 1975-76 there were 7,122 degrees awarded:

Community college certificates	478	
Associate degrees	1,879	
Bachelor's degrees	3,232	
Master's degrees	1,132	
Doctor's degrees	116	
First professional degrees	102	(49 J.D.; 53 M.D.)
Other	183	(incl. 164 prof. diplomas in education)

4. Faculty/Staff The total number of personnel (head count) employed at the University of Hawaii is shown below for selected years:

	Total	Faculty & Professional Staff	Classified Personnel
1949-50	963	618	345
1959-60	1,537	1,045	492
1968	4,759	3,549	1,210
1972	6,210	4,479	1,731
1976	6,499	4,859	1,640

During the last quarter of a century, there has been a greater increase in the number and proportion of faculty/professional staff than of classified personnel. In Fall 1976, faculty/professional staff members were distributed thus:

Instructional faculty	2,796	(1,038 in community colleges)
Researchers	248	
Specialists, Extension Agents	254	
Graduate Assistants	639	
Administrative, Professional, Technical Personnel	795	
Other	127	

5. Finances[5] Current fund income of the University of Hawaii has increased greatly since 1950, due in large part to increases in federal appropriations:

	Total	Tuition/Fees		State Approp.		Fed. Approp.		Other	
June 30:	($000)	($000)	HZ	($000)	HZ	($000)	HZ	($000)	HZ
1950	$ 4,571	$ 504	11.0%	$ 2,314	50.6%	$ 733	16.0%	$ 1,020	22.3%
1955	5,851	1,287	22.0	2,743	46.9	688	11.8	1,132	19.3
1960	12,288	1,818	14.8	6,205	50.5	2,230	18.1	2,035	16.6
1965	32,962	1,286	3.9	16,366	49.7	11,893	36.1	3,417	10.4
1970	86,490	2,514	2.9	49,432	57.2	26,023	30.1	8,521	9.9
1975	136,516	3,792	2.8	73,522	53.9	41,322	30.3	17,880	13.1
1975 as Z of 1950	2,987Z	752Z		3,177Z		5,637Z		1,753Z	

The State's Program Memorandum on Formal Education (January 1977) includes the following indicators on the University's finances:

	1965	1970	1975
Total Fund Allocation, U.H., as a % of Total State Approp.	11.8	13.7	11.5
Hawaii State Personal Income Calendar Year ($ Mil.)	$2,028	$3,523	$5,475
General Fund Allocation, U.H., as % of Personal Income	0.8	1.4	1.3

It is apparent that State support of the University of Hawaii has declined in the last five years, based on the proportion of the State's total appropriation which was allocated to the University.

An analysis of expenditures, by function, reveals that about a third of the total has been spent on "instruction," although there is some variation in proportions over the years:

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[5]U.S. Office of Education, Statistics of Land-Grant Colleges and Universities Year Ended June 30, 1950, 1955, 1960. University of Hawaii, Financial Report for the University of Hawaii for the Year Ended June 30, 1965, 1970, 1975.

1950	34.9%
1955	33.4
1960	40.7
1965	34.3
1970	30.9
1975	33.5

6. Tuition Full-time students at the University of Hawaii have different tuition charges, depending on their campus, their academic program and their resident status. For residents on the lower division level there is a range in tuition from $40 to $225 per semester; on the upper division level, $150 to $225. Graduate, law and medical students are charged higher tuition. Details are given below:

Tuition for Full-Time Students Per Semester

	Resident	Non-Resident
Community Colleges	$ 40	$450
U.H. Hilo		
Lower Division	40	450
Upper Division	150	450
U.H. Manoa		
Undergraduate	225	562.50
Graduate	275	687.50
Law	312.50	780
Medical	350	875
West Oahu College		
Upper Division	200	500

B. The Independent Colleges

There are four independent colleges in Hawaii, all of which are accredited. Two were established in the mid-1950's and the others in the 1960's.

Brigham Young University-Hawaii Campus (initially "Church College of Hawaii") was established in 1955 by the Church of Jesus Christ of Latter-Day Saints. During its first five years, the college offered two-year programs. It became a four-year school in 1959 and was fully accredited that year. In 1974 the institution assumed its present name.

Chaminade University of Honolulu, formerly Chaminade College of Honolulu, was founded by the Society of Mary in 1955 as St. Louis Junior College which offered a two-year liberal arts program to male students. In 1957, the college was expanded into a four-year coeducational college and renamed Chaminade College of Honolulu. Since 1960 the college has been fully accredited. In 1976 its first graduate degree was offered--the Master of Business Administration. In August 1977 the college became Chaminade University.

Hawaii Loa College, a four-year liberal arts institution, originally known as The Christian College of the Pacific, was conceived in 1963 by the united efforts of four denominations--Episcopal, Methodist, Presbyterian and The United Church of Christ. In September 1964 the college assumed its present name and admitted its first class in 1966. In 1971 the college moved to its present site in Windward Oahu and was granted full accreditation.

Hawaii Pacific College was founded as a non-sectarian liberal arts college in September 1965. One year later Hawaii Pacific College retained its name in the merger with Honolulu Christian College. In 1968 the college moved to a site in downtown Honolulu and was granted full accreditation in 1973. The college is dedicated to the cooperative education system of learning.

1. Curriculum The four independent colleges offer a variety of degrees: one-year certificates, two-year certificates, associate degrees, bachelor's degrees, and master's degrees. A detailed listing of curricula offered at each campus is found in Appendix D, Table 4, which indicates that in Fall 1976:

(a) Brigham Young University-Hawaii Campus offered the Bachelor's degree in 20 programs; the Associate degree in 10; and certificates in 12.

(b) Chaminade University offered the Master's of Business Administration in 3 programs; the Bachelor's in 28 and the Associate degree in 7.

(c) Hawaii Loa College offered the Bachelor's degree in 4 programs.

(d) Hawaii Pacific College offered the Bachelor's degree in 3 programs.

2. Enrollment (Appendix D, Table 5) Fall 1976 enrollment in the four independent colleges was 5,737 distributed as follows:

Brigham Young University-Hawaii Campus	1,205	
Chaminade University of Honolulu	2,988	(942 day)
Hawaii Loa College	239	
Hawaii Pacific College	1,305	

In addition to the above enrollments in day credit programs, several colleges offered courses under continuing education programs and during summer sessions:

	1975-76 Cont. Education	1976 Summer
Brigham Young University-Hawaii	1,888	571
Chaminade University of Honolulu	1,663	1,775
Hawaii Loa College		86
Hawaii Pacific College	100	524

Independent colleges were requested to furnish information on their projected enrollment in day credit programs for Fall 1982:

	Fall 1982 Projection	Per Cent Incr. 1976-1982
Brigham Young University-Hawaii	1,600	39%
Chaminade University of Honolulu	1,000 day	6%
Hawaii Loa College	500	109%
Hawaii Pacific College	1,695	30%

3. Degrees[6] The total number of degrees awarded was 135 in 1960-61 and 442 in 1970-71. In 1974-75 there were 583 degrees awarded:

	Total	Assoc.	Bach.
Total	583	20	563
Brigham Young University-Hawaii	115	5	110
Chaminade University	406	15	391
Hawaii Loa College	32		32
Hawaii Pacific College	30		30

[6]State of Hawaii, The University of Hawaii and Higher Education in Hawaii by S. V. Martorana and Ernest V. Hollis (November 1962), p. 240; Department of Planning and Economic Development, The State of Hawaii Data Book (November 1976), p.51.

4. Tuition Full-time students in Fall 1976 paid the following tuition per semester:

Brigham Young University-Hawaii Campus	
LDS, Pacific	$300
LDS, Other	$380
Non-LDS	$600
Chaminade University	$650
Hawaii Loa College	$800
Hawaii Pacific College	$775

C. The WICHE Program

Hawaii is a member of the Western Interstate Commission for Higher Education and shares in its student exchange program which is an attempt to supplement State efforts in postsecondary education, particularly in the professional fields. Since 1959 Hawaii residents accepted by the program have had the opportunity to enroll in selected graduate and professional programs at participating WICHE institutions at resident tuition rates. Hawaii residents are now eligible for sponsorship in the following fields: dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, forestry and pharmacy. The State of Hawaii is eligible to receive WICHE exchange students in its public institutions in the following programs: graduate library studies, graduate nursing education, law, architecture, medicine and public health.

The number of Hawaii residents enrolled in the entering class in Western schools as WICHE exchange students has increased over the years as shown in Table 1. A total of 160 students has participated in the WICHE student exchange program since 1966-67. The two most popular programs were dentistry (53 students, 33 percent of the total) and veterinary medicine (30 students). Data show that 156 of Hawaii's WICHE students have graduated since 1960-61; concentrations were in medicine (84) and dentistry (34).

Funds appropriated by the State of Hawaii for the WICHE student exchange program have grown over the years as shown in annual reports of various years:

1960-61	$ 5,600
1965-66	46,000
1973-74	181,849
1975-76	262,082 (est.)

Table 1

NUMBER OF WICHE STATES RESIDENTS ENROLLED IN ENTERING CLASS IN WESTERN SCHOOLS AS WICHE EXCHANGE STUDENTS BY FIELD AND BY YEAR

1966-67 THROUGH 1976-77 (As of November 15, 1976)

HAWAII

Year	M[1]	D	VM[2]	DH	PT	OT	OPT	POD	FOR	LIBR	LAW	PHRM	GNE	PH	TOTAL
1966-67	5	3	2	0											10
1967-68	X	2	1	0											3
1968-69	X	3	0	0											3
1969-70	X	4	0	0	2										6
1970-71	X	0	1	0	3	1	0								5
1971-72	X	3	2	0	3	2	0								10
1972-73	X	8	3	0	2	2	0	0	1						16
1973-74	X	2	5	0	1	3	0	1	1	X	0				13
1974-75	X	3	3	0	1	10	4	0	4	X	0	0			25
1975-76	X	10	6	0	2	4	4	0	1	X	0	3	X	X	30
1976-77	X	15	7	0	0	3	8	0	2	X	0	4	X	X	39
Total	5	53	30		14	25	16	1	9			7			160

Abbreviations for fields:

M	Medicine	POD	Podiatry
D	Dentistry	FOR	Forestry
VM	Veterinary Medicine	LIBR	Library Studies
DH	Dental Hygiene	LAW	Law
PT	Physical Therapy	PHRM	Pharmacy
OT	Occupational Therapy	GNE	Graduate Nursing Education
OPT	Optometry	PH	Public Health

1. Hawaii established its medical school, as a two-year school, with an entering class in 1967-68. The third year was added in 1973-74 and the fourth year in 1974-75. Hawaii is now a "receiving" state in medicine.

2. In addition to placements in regional schools, the totals include Hawaii students attending veterinary school outside the WICHE region, with administration and payment handled through WICHE, as follows: 1975-76 (1); 1976-77 (1).

X - Indicates that Hawaii is a "receiving" state, in its public institutions, in these fields.

Note: For 1976-77, Hawaii is neither a "receiving" state nor a "sending" state in the fields of dental hygiene and law.

Source: Western Interstate Commission for Higher Education, State and Student Participation in the WICHE Student Exchange, 1953-1977 (Boulder, Colorado; The Commission, January 1977), p. 52.

The rise is due to the increase in students as well as in support fees. For example, effective Fall 1977, the support fees per academic year will be:

$12,000	Medicine*
9,000	Dentistry, Veterinary Medicine
4,800	Podiatry
4,200	Dental Hygiene*, Optometry, Graduate Nursing Education*
3,400	Physical Therapy, Occupational Therapy, Graduate Library Studies*, Public Health*
2,600	Forestry, Law*, Pharmacy
2,000	Architecture*

(* Hawaii does not fund students in fields with an * since these programs are offered at the University of Hawaii at Manoa.)

Beginning July 1, 1976, the Board of Regents of the University of Hawaii approved participation in the WICHE Fellows Program. This provides opportunities for Hawaii residents to enroll at resident tuition rates in selected graduate programs made available by other cooperating Western states (Alaska, Idaho, Montana and New Mexico). These states have designated approximately 96 Master's and Doctoral programs as being eligible to receive WICHE Fellows from Hawaii.

D. The East-West Center

The East-West Center was established in Hawaii by the U. S. Congress in 1960. It "is a national educational institution with multinational programs. Its purpose is to promote better relations and understanding among the nations and peoples of Asia, the Pacific area, and the United States through their cooperative participation in research, study and training activities."[7] Annually about 1,500 individuals (degree students, mid-career professionals, research-oriented senior fellows and fellows) are engaged in East-West Center programs. Annually about 85 percent of the participants are professionals. Awards for students, professionals and senior fellows are made on the basis of two Asian/Pacific participants to each American awardee.

Data on the number of participants, by country, are presented in Table 2. During the period 1960-76, there were 27,428 participants; 15,668 were from the Asian/Pacific area. Professionals brought to the Center numbered 14,558, degree students numbered 3,147, and research fellows 742.

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[7]Center for Cultural and Technical Interchange Between East and West, East-West Center Sixteenth Annual Report for the Fiscal Year Ending September 30, 1976 (Honolulu: The Center, December 1976), Foreword.

Table 2

EAST-WEST CENTER TOTAL PARTICIPANTS BY COUNTRY

1960 - September 30, 1976

COUNTRY	TOTALS	DEGREE STUDY				SUBTOTAL RESEARCH	PROFESSIONAL ASSOCIATE		
		SUBTOTAL	bachelors	masters	doctorate		SUBTOTAL	Hawaii	Field
Afghanistan	63	39	23	13	3	1	23	23	
Australia	568	52	1	36	15	28	488	68	420
Bangladesh	84	8		7	1		76	74	2
Brunei	1	1	1						
Burma	20	19	1	18					-
Cook Islands	105	2	1	1					71
Easter Is.	1	1		1					
Fiji	568	33	26	7		2	533	142	391
Gilbert & Ellice	38						38	37	1
Kong Kong	122	47		42	5	7	68	62	6
India	434	204	1	155	48	58	172	169	3
Indonesia	605	84	13	63	8	32	489	429	60
Iran	22					2	20	18	2
Japan	4,150	312	1	284	27	84	3,754	992	2,762
Kampuchea	19	6	4	2					1
Korea	935	242		202	40	53	640	378	262
Laos	79	53	50	2	1		26	25	1
Malaysia	358	100	37	54	9	8	250	234	16
Mauritius Is.	4						4	4	
Nauru	6								
Nepal	97	38	4	30	4	4	55	33	22
New Caledonia	170						170	28	142
New Hebrides	185						185	17	168
New Zealand	316	31		27	4	14	271	76	195
Niue	17	1	1				16	13	3
Norfolk Is.	1						1	1	
Pakistan	215	122		83	39	22	71	71	
Papua New Guinea	97	7	5	2		1	89	82	7
Philippines	895	265		231	34	45	585	484	101
Republic of China	1,351	185	1	168	16	35	1,131	464	667
Samoa, Western	522	11	9	2		2	509	129	380
Sikkim *	2	2	2						
Singapore	142	24	7	15	2	2	116	54	62
Solomon Is.	99	1		1			93	20	73
Sri Lanka	91	33		30	3	8	50	47	3
Tahiti	22	2	2			1	19	15	4
Thailand	1,059	196		175	21	28	835	458	377
Tibet *	1						1	1	
Tonga	177	11	8	3			166	67	98
Trust Territory	1,941	48	35	11	2	1	1,392	913	979
Vietnam	85	41	14	26	1	1	43	33	10
Wallis-Fatuna	1						1	1	
A/P SUBTOTALS:	15,668	2,221	247	1,691	283	439			7,294
Guam	285	2	1	1			283	62	221
Samoa, American	1,144	12	11	1			1,132	226	906
United States	3,859	911	16	745	150	302	2,646	2,498	148
U.S. SUBTOTALS:	5,288	925	28	747	150	302	4,061	2,786	1,275
Non-A/P or U.S.:	153	1			1	1	151	149	2
Conferences, etc.:	6,319						6,319	5,909	410
TOTALS:	27,428	3,147	275	2,438	434	742	23,539	14,558	8,921

* Prior to annexation

Source: Center for Cultural and Technical Interchange between East and West, East-West Center Sixteenth Annual Report for the Fiscal Year Ending September 30, 1976 (Honolulu: The Center, December 1976), p. xv.

E. The Adult Education Program, Department of Education

Legislation was passed in 1945 authorizing the Department of Education to "establish and regulate a program of adult education of less than college grade." Also defined was the scope of adult education courses to be offered:

Basic elementary education
Advanced elementary education
Secondary education
Homemaking and parent education
Civic training
Naturalization training
Cultural opportunities

Enrollment in the adult education program has increased rapidly as shown in the following data on class registrations:

1946	2,800
1955-56	9,644
1965-66	27,802
1975-76	66,074

Adult education classes in 1975-76 were offered in 223 centers administered by 11 community schools throughout the State. Detailed data, by county, are presented in Table 3 for the last five years. It is evident that great numbers of adults have enrolled in adult elementary, naturalization and adult high school classes, although the proportion has declined over the years: from 75 percent in 1971-72 to 60 percent in 1975-76. Although no detailed data on student characteristics are maintained because student records are not yet computerized, annual reports on adult students enrolled in the basic education program are prepared for the Federal government. The 1975-76 report indicated that 16,508 adults were so enrolled. Selected characteristics from that report are presented below:

--12,372 were studying at the beginning grade levels (grades 1-4)
-- 8,192 were under 35 years of age; 2,272 were 65 years or older
--11,437 were unemployed
--1,242 were receiving public assistance

In 1975-76, the Department of Education awarded 1,891 high school certificates to students enrolled in the adult education program.

Classes offered in the adult basic education, naturalization and adult secondary education programs are tuition-free. Fees are charged for classes in vocational homemaking, family life, cultural, recreational and other programs.

Table 3

ANNUAL ENROLLMENT, BY COUNTY
DEPARTMENT OF EDUCATION ADULT EDUCATION PROGRAM
1971-72 through 1975-76

TYPE OF CLASS AND SCHOOL YEAR	COUNTY ENROLLMENT										PERCENT OF ALL CLASSES
	OAHU		HAWAII		KAUAI		MAUI		TOTALS		
	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	
Adult Elem. 1-8 & Naturalization											
1971-72	715	13,204	23	276	53	882	24	301	815	14,663	33.3
1972-73	716	13,035	29	370	49	774	31	456	825	14,635	32.5
1973-74	828	15,946	20	275	64	1011	22	284	934	17,516	32.4
1974-75	807	16,114	22	285	38	630	20	257	887	17,286	27.3
1975-76	988	20,781	21	327	48	782	13	193	1070	22,083	28.2
Adult High School											
1971-72	845	16,556	40	730	13	206	42	696	940	18,188	41.4
1972-73	902	17,406	44	656	13	195	49	830	1008	19,087	39.7
1973-74	1031	18,651	47	735	11	142	38	613	1127	20,141	39.0
1974-75	1052	19,826	65	1186	16	219	45	726	1178	21,957	36.2
1975-76	1071	19,445	90	1350	12	186	42	650	1215	21,631	32.0
Vocational Homemaking											
1971-72	169	2975	12	218	4	60	14	197	200	3450	7.8
1972-73	150	2425	15	245	2	98	17	236	184	3004	7.2
1973-74	187	2943	14	205	9	177	24	341	234	3666	8.1
1974-75	163	2540	18	290	2	40	14	187	197	3057	6.1
1975-76	229	3444	22	324	3	90	17	212	271	4070	7.1
Family Life, Cultural, Recreational & Others											
1971-72	447	6744	40	568	13	129	16	245	516	7686	17.5
1972-73	475	6610	34	365	6	89	10	171	525	7235	20.6
1973-74	528	6899	43	466	2	24	17	246	590	7635	20.5
1974-75	846	12,425	92	1118	13	215	37	531	988	14,289	30.4
1975-76	1077	16,146	98	1187	15	248	50	709	1240	18,290	32.7
TOTALS											CENTERS
1971-72	2176	39,479	116	1792	83	1277	96	1439	2471	43,987	175
1972-73	2243	39,476	122	1636	70	1156	107	1693	2542	43,961	153
1973-74	2574	44,439	124	1681	86	1354	101	1484	2885	48,958	163
1974-75	2868	50,905	197	2879	69	1104	116	1701	3250	56,589	220
1975-76	3365	59,816	231	3188	78	1306	122	1764	3796	66,074	223
Percent Change from Previous Year	+17%	+18%	+17%	+11%	+13%	+18%	+5%	+37%	+17%	+17%	+1%

(1) Number of Classes
(2) Enrollment

Source: Department of Education, Community Services Section (July 1976).

F. Licensed Trade, Technical and Vocational Schools

All private trade, technical and vocational schools must be licensed by the Department of Education. Such licenses are granted for one year, and applications for them include information on academic programs, physical facilities and equipment, qualifications of administrators and professional staff, fees and tuition, advertising content. There is also a bonding requirement of $50,000.

The Department of Education annually prepares a directory of licensed trade, technical and vocational schools. In 1975-76, there were 61 schools grouped under 16 categories, ranging from airline training to trucking. Unfortunately data on enrollment were not available for 9 schools but the remaining 52 had a total enrollment of 6,384. The largest concentrations were in the following categories: (1) commercial and business (2,364); (2) real estate (1,047); (3) reading (831).

Of the 61 licensed schools, 28 were accredited and/or approved for veterans training. They enrolled over half of the enrollments in the licensed schools, as shown in Appendix D, Table 6.

G. Out-of-State Degree-Granting Institutions

The Department of Regulatory Agencies, under authority granted in Chapter 446D of the Hawaii Revised Statutes, licenses degree-granting institutions. Several out-of-state institutions have been granted such licenses:

California	Laverne College Pepperdine University Pacific Christian College University of Southern California
Florida	Embry Riddle Aeronautical University
Utah	Brigham Young University-Hawaii Campus[8]

[8] Brigham Young University-Hawaii, incorporated in the State of Utah, is discussed in the section on "Independent Colleges" as an in-state institution.

In addition, in April 1977:

1 institution had a permit (conditional authorization)

1 institution was qualified but not licensed pending determination of a legal question

2 institutions had filed for licenses

1 institution was approved pending a legal revision

Enrollment data for Fall 1976 were available for the following institutions:

Laverne College	42
Pepperdine University	350 (approx)
Central Michigan University[9]	934

[9]The State of Hawaii allocated the following sums to the University Without Walls: $125,000 in 1974-75; $240,000 in 1975-76 and $151,000 in 1976-77. Courses and degrees are provided by Central Michigan University through a contract administered by the Research Corporation of the University of Hawaii. (Source: University of Hawaii, Budget Office.)

IV. Goal and Objectives of Postsecondary Education

The State of Hawaii, through the Department of Planning and Economic Development, is currently developing The Hawaii State Plan. The January 1977 draft presents an overall theme incorporating the values of Hawaii's people, a goal statement, followed by objectives and policies. The objective of "Education" listed under "socio-cultural advancement" is stated thus:

> Provision of a variety of educational opportunities to enable individuals to fulfill their needs, responsibilities, and aspirations. (p. 22)

We accept the following overall aims of education, based on a review of educational documents:

1. To provide opportunity for the people in Hawaii to develop characteristics which will help them to enrich the quality of their lives, to become employable and productive, to participate effectively in political and civic activities, to enjoy cultural and recreational opportunities, to survive in a rapidly changing world and to become lifelong learners. These characteristics include:

   --developing individual potentialities

   --gaining self-understanding and self-confidence

   --broadening intellectual interests and encouraging learning and understanding of man's vast store of knowledge

   --developing critical intellectual skills and effective communication skills

   --thinking about moral/ethical problems and developing judgment for making moral choices

   --learning occupational, vocational or professional skills (gaining depth in some field of knowledge) for self-sufficiency and economic productivity.

2. To improve the quality of life in the community and to meet the needs of the society--local and state--for:

--an alert and informed citizenry

--trained personnel

--understanding and appreciation of Hawaii's rich and diverse cultures

--the advancement of knowledge

--the application of knowledge to human problems.

3. To contribute to the larger national and international society by means of the above to the extent resources are made available for this purpose.

The following goal is proposed for Hawaii's postsecondary education program: To provide all qualified people of Hawaii an equal opportunity for quality postsecondary education through public and independent educational institutions. The following objectives are the means for accomplishing the goal of postsecondary education:

- Diversity
- Quality
- Access
- Financing
- Coordination

Each of these objectives is briefly discussed below and policies are also presented.

A. Diversity: There should be a range of postsecondary education institutions sufficient in number and variety to provide levels, types and quality of vocational, academic and professional programs in response to the wide array of individual and societal needs and interests.

Policies:

1. Encourage the development of a variety of institutions offering postsecondary education, for it is unlikely that one institution or one type of institution will be able to serve effectively the diverse clientele in postsecondary programs. Public, independent and

proprietary institutions all have a role as do technical institutes, community colleges, liberal arts colleges, research universities and adult education centers. There are other existing educational resources, such as television, radio, libraries, museums, art galleries, science centers, which might be incorporated into the total range of postsecondary education.

2. Insure a variety of educational opportunities for students with different aims--those seeking degrees and those who are not. Such opportunities may have different emphases--cultural and value enrichment as well as preparation for employment and adaptation to changing employment demands. There should be opportunities, for example, for the student seeking a vocational, academic or professional degree in a variety of fields; for the adult interested in self-improvement, career upgrading or career changes; for the individual seeking to improve the quality of his life.

3. Make educational opportunities available to individuals throughout life, rather than during a specified period of years, for learning is a lifetime process. Adult education and continuing education are important aspects of postsecondary education.[1] Lifelong learning becomes a necessity due to the advancement of technology, the growing complexities of modern living, and the increasing opportunities for leisure.

4. Foster flexibility in the format and mode of instruction. There should be varying methods of learning/teaching, encompassing traditional and formal approaches as well as the non-traditional, more flexible time/space alternatives. Flexibility and innovation are necessary to respond to changing social conditions and varying individual needs.

5. Provide adequate and appropriate guidance and counseling services for the wide range of individuals considering enrollment, or engaged, in postsecondary education. Such services may help individuals to make informed choices in educational and career planning.

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[1]The 1977 report of the State's Commission on the Organization of Government proposes a separate Department of Life-Long Learning.

6. Encourage inter-institutional arrangements within the State to minimize unnecessary, costly duplications as well as outside the State if it is determined that it is not feasible to offer a program within the State. Such arrangements enable the people of Hawaii to avail themselves of a wide diversity of programs without incurring considerable costs to the individual and State.

7. Support graduate study in areas in which Hawaii has some "inherent advantage" and/or in areas which have the potential of contributing significantly to the State's development. It is "natural" for Hawaii to focus on the oceans, on matters tropical, on astronomy, on the Pacific Basin and the Asian continent, for example.

B. Quality: Quality should be the aim of the varied aspects of postsecondary education. Since the definition of quality may vary among programs, ways should be developed to enable assessment in terms appropriate to the educational endeavor.

Policies:

1. Insure protection of academic freedom and assure academic responsibility.

2. Encourage institutions to undertake continuing review and evaluation of educational opportunities and approaches so that appropriate action can be taken to improve quality. Institutions should have criteria and procedures for program reviews, for initiating new programs, for phasing out programs. Manpower needs, faculty quality and student development should be considered.

3. Encourage institutions to develop valid measures of knowledge gained within and outside of formal academic programs. Evaluating and giving credit for relevant experiences need exploration as increasing numbers of adults enter postsecondary education.

4. Foster reasonable and appropriate requirements for the awarding of degrees and certificates. This will provide some assurance of quality to the degree-seeking student.

C. Access: The State of Hawaii should continue its efforts to provide appropriate educational opportunities for all who are willing and able to benefit from postsecondary education. Educational opportunities should not be limited because of an individual's race, religion, sex, ethnic origin, socio-economic status, age, or geographical location, per se.

Policies:

1. Work to eliminate financial barriers that prevent students from undertaking educational programs for which they are qualified. Urge that financial assistance be provided by the State to capable needy students, and that provision be made, as necessary, to aid the youth of middle income families.

2. Encourage proximity of institutions and services to the people. Make public postsecondary learning opportunities available on all islands of the State.

3. Make readily available to the public up-to-date and comprehensive information on postsecondary education programs in the State.

4. Urge each segment of Hawaii's public institutions of postsecondary education to attempt to approximate the general ethnic, sexual and economic composition of the State's recent high school graduates. This may require affirmative efforts to locate qualified students and better counseling for disadvantaged youth.

5. Encourage efforts, particularly in the community colleges, to reduce the barriers to access for able and motivated individuals whose academic background may be deficient in some respects.

D. Financing: The State of Hawaii needs to provide adequate financing for the postsecondary education program in order for it to achieve its goals of diversity, quality and access.

Policies:

1. Establish criteria for individual and public responsibility for financing postsecondary education and the respective roles of public and independent institutions for providing such services.

5. Improve articulation between secondary education and postsecondary education programs especially within the public segment. A free flow of information and sharing of human and physical resources, if feasible, should maximize educational opportunities and efficient use of resources. Encouragement should be given to early admissions programs, use of the College Level Examination Program and advanced placement for college courses taken in high school. Joint efforts should be made to prepare students for entry into postsecondary education.

6. Work to improve coordination between the postsecondary education institutions and the State's licensing agency which permits out-of-state institutions to offer programs in Hawaii. Such coordination should encourage the development of licensing guidelines based on consideration of program quality, need and student charges.

2. Work for adequate financial support of public postsecondary education. This requires consideration of the fiscal condition of the State and of the appropriate mixture of funding sources: students or users, State and Federal governments, private gifts and grants.

3. Study the financial needs of independent institutions and the nature and extent of State aid which might be made available.

4. Insure consideration of the State's postsecondary education priorities in the receipt of Federal funds.

E. Coordination: The very diversity and comprehensiveness of an effective postsecondary education program require that there be coordination of educational resources so as to increase program effectiveness and improve services within the context of financial responsibility.

Policies:

1. Foster efforts to coordinate planning for postsecondary education with agencies involved in: (a) secondary, adult and vocational education, (b) manpower analyses and projections and (c) general planning for the State. Such planning should promote the most effective use of resources.

2. Develop a comprehensive, convenient means to inform interested adults of the diverse offerings of Hawaii's postsecondary education institutions. One possibility is the issuance of a catalogue periodically.

3. Encourage articulation between and among postsecondary education institutions to minimize artificial barriers to the movement of individuals. There should be orderly procedures to facilitate transferability of learning experiences from one postsecondary educational enterprise to another.

4. Encourage arrangements between and among institutions of postsecondary education, if feasible, to share faculty and staff as well as physical facilities. Such arrangements may require accommodation on the part of the institutions involved as well as appropriate agreements on financing and scheduling.

V. Institutional Self-Assessments and Committee's Recommendations

The Committee was assisted by representatives from the institutions and programs of postsecondary education included in this plan. Representatives prepared assessments of their institutional roles and programs in relation to the objectives of postsecondary education in Hawaii. (See Appendix E for a copy of each institution's self-assessment.)

This section briefly summarizes the findings of the Committee, including some from our research of national practices and trends. We also present our recommendations regarding postsecondary education in Hawaii in terms of the five objectives: diversity, quality, access, financing and coordination.

In developing these recommendations we considered the fact that Hawaii has a relatively small population and economic base, but its commitment to postsecondary education and to educational opportunity is both historical and intense. Furthermore, it is important to remember that the origin of higher education in Hawaii, typical of the Western region of the United States, is in the public sector and may partially account for the fact that about 90 percent of Hawaii's college students are currently enrolled in public institutions. There are, however, growing appreciation and understanding of the importance of independent colleges and universities in Hawaii.

The State Postsecondary Education Commission can assist public and independent institutions of postsecondary education to work together on policy issues and to share information useful to their planning. The Commission can serve as a catalyst and coordinator of institutional efforts. However, the Commission is expected to perform its advisory role with a minimum of staff and without imposing bureaucratic demands upon the institutions.

The Committee is aware that many of its recommendations relate to the activities of the institutions themselves and with their interrelationships. There are other recommendations, however, that require consideration by the State, i.e., the Governor, the Legislature, the State Postsecondary Education Commission. The agency responsible for implementation is designated in parenthesis, and implementation is expected on a continuing basis unless a deadline is suggested. While some recommendations can be acted upon without additional cost, others may require funding.

The State's economic health is a matter of great importance to the development of a postsecondary education program characterized by diversity, quality and access. There have been evidences of economic problems in recent years, and the future is somewhat uncertain. Under such conditions, this Plan may be helpful to policymakers as they determine priorities and directions for postsecondary education in Hawaii.

A. Diversity

The self-assessments show the wide and rich diversity of opportunities offered by Hawaii's institutions of postsecondary education in both the public and independent sectors, on the pre-baccalaureate, baccalaureate and post-baccalaureate levels.

Distinctive Roles of Institutions

Each institution has a sense of its own distinctive mission. The University of Hawaii, through its four major organizational units (U.H. Manoa, U.H. Hilo, West Oahu College and the community colleges), attempts to "afford all qualified people of Hawaii an equal opportunity for quality college and university education at both the undergraduate and graduate levels." Brigham Young University-Hawaii tries to "combine a high quality academic experience with a religious experience, a multicultural experience and an individual accountability experience." Chaminade University of Honolulu "seeks to provide a blend of humanistic and professional education, community service, and the occasion to reflect and make deliberate choice of those values which will direct the lives of those who have studied at Chaminade." Hawaii Loa College is affiliated with four Protestant denominations and has "a personal concern for the individual student." Hawaii Pacific College is a downtown college and one of its "distinguishing features is its cooperative education program."

The East-West Center, the WICHE student exchange program and the Department of Education's adult education program all have unique roles as described in Part III of this Plan.

Recommendations:

A-1. *Institutions of postsecondary education should continue to maintain, if not strengthen, their distinctiveness. They should not ape each other's programs, which unnecessarily duplicate, but should strive to develop programs in ways that further enrich diversity, quality and access in postsecondary educational opportunity in Hawaii.* (Institutions)

A-2. *The State of Hawaii should recognize that independent institutions offer diversity in educational opportunity and should develop policies which sustain the vitality of the independent sector as a necessary component of a comprehensive system of postsecondary education. Exploration, for example, might be made of alternative forms of financial assistance and representation on committees that affect postsecondary education. Distinctive differences in programs and educational opportunities between public and independent institutions are desirable.* (Governor and Legislature)

Major Academic Programs and Areas of Specialization

Each institution has developed several major academic programs generally in response to student demand, societal needs or Hawaii's natural strengths. Areas of specialization have been selected by the University of Hawaii, especially in its graduate programs and high cost technical programs. While the Manoa Campus speaks of "selective excellence" in Asian and Pacific Studies, Marine Studies and Marine-related Geosciences and Tropical Agriculture, the community colleges are identifying areas of "selective emphasis." The independent colleges and universities, likewise cognizant of Hawaii's location and people, also emphasize Asian/Pacific studies and multicultural experiences. Similar sentiments prompted the location of the East-West Center in Hawaii. While the State of Hawaii does not offer professional education in several fields, opportunities for such study are offered through the WICHE student exchange program. The adult education program of the DOE, well aware of the high in-migration rate in Hawaii, provides many opportunities for adult basic education and offers naturalization classes to assist immigrants to qualify for naturalization. It is obvious that Hawaii has developed many major educational programs and several areas of specialization.

Despite this diversity in postsecondary education, it is not unusual for institutions to continue to desire growth and expansion. Although there may be pressures on institutions to develop more graduate and professional programs, such developments should be undertaken with careful planning, based on consideration of both State

and regional resources. Somewhat counteracting these pressures for further program developments are the proponents of the manpower planning approach in education. The Carnegie Commission on Higher Education, however, prefers to rely on student choice instead. We are also aware that the State of Hawaii is presently experiencing higher than usual unemployment rates and that the State Plan includes several policies under Education that reflect a concern for economic self-sufficiency.

Recommendations:

A-3. *Doctoral and professional programs should be offered, in the public sector, only by the University of Hawaii at Manoa. New master's programs in the public and independent sectors should be undertaken with knowledge of their financial implications and of potential manpower demands and after the related academic programs and intentions of other institutions are assessed. Institutions contemplating new graduate programs or evaluating present ones should explore the possibilities of regional exchanges of students, including the WICHE Fellows Exchange Program.* Over time this may enable institutions to develop areas of specialization more effectively. (Institutions)

A-4. *The State of Hawaii should continue to participate in the WICHE student exchange program covering selected professional fields.* This approach enhances diversity without incurring burdensome financial commitments on the part of the State and the students involved. (Governor and Legislature)

A-5. *Hawaii's institutions in the public and independent sectors should explore possibilities of consortium arrangements among themselves--for graduate programs especially, but also for baccalaureate programs, technical/vocational programs and continuing education programs.* (Institutions) (example: The University of Hawaii, through its College of Business Administration, offers an M.B.A. program; Chaminade University recently initiated an M.B.A. program; Hawaii Pacific College is conducting studies "regarding the implementation of a graduate M.B.A. program." Another example: Hawaii Loa College, in considering an ocean/marine science program, might explore arrangements with the University of Hawaii.)

A-6. *Institutions in the public and independent sectors need to work together to prepare an effective catalogue of postsecondary educational offerings, including information on tuition and financial aid. This needs to be updated periodically, so that the residents of Hawaii may be fully and easily informed of the diversity of opportunities available in the State.* This catalogue should also assist counselors in their academic advising. (Institutions; Fall 1978)

A-7. *Within the unique framework of the East-West Center, a national educational institution, the State of Hawaii and the East-West Center should jointly explore ways in which they may become more mutually beneficial to each other.* (Governor and East-West Center)

Continuing Education and Lifelong Learning

In 1975 the U.S. Census Bureau indicated that the major change in the enrollment patterns in colleges and universities during the preceding decade had been the increase in older students. To some extent, this has been reflected in the rapid growth of the community colleges and adult education programs which are deeply committed to the education of older men and women. No longer is lifelong learning a myth; Americans have actively engaged in it particularly in recent years because of increasing leisure and rapid change. While the latter makes lifelong learning essential, the former has helped to make it possible.

The Carnegie Commission in Toward A Learning Society proposes that more opportunities should be provided for part-time and for adult students and that every person should "have available to him, throughout his life, financial assistance for at least two years of postsecondary education." (p. 69)

In Hawaii, the Commission on Organization of Government, in its report of February 1977, proposes the creation of a separate Department of Life-Long Learning to be "responsible for the current adult education program of the Department of Education, programs of the College of Continuing Education and Community Service at the University of Hawaii and the Hawaii State Library System."

The University of Hawaii offers a variety of continuing education opportunities in the State--non-collegiate and collegiate instruction, including graduate and professional education, credit and non-credit classes. Furthermore, the data indicate that many students are enrolled in continuing education programs not only at the University, but also in the independent institutions and in the adult education program of the DOE. The large number of enrollments in the DOE's cultural/recreational classes is indicative of Hawaii's interest in lifelong learning.

It is also evident that some adults are entering postsecondary education for job/career purposes: to keep up with new knowledge essential to their work, to prepare for possible upgrading of their positions or to prepare for new careers. Some adults may achieve their purposes without obtaining degrees, but others are becoming students specifically to earn degrees. The new clientele is no longer restricted to the "college-age" group. In general the new clientele is older,

experienced in work and/or family matters. Many bring a wealth of practical experiences and mature judgment to their classrooms. Institutions of postsecondary education need to be aware of and responsive to this clientele that some characterize as the major student group in postsecondary education.

Recommendations:

A-8. *The University of Hawaii, the Department of Education and the independent colleges and universities should develop a comprehensive plan for continuing education and lifelong learning which, at a minimum, (a) identifies the variety and magnitude of needs in continuing education, (b) provides for postsecondary educational opportunities, through various media and instructional delivery systems, on all islands of the State, (c) considers the roles of the public and independent sectors in providing continuing education, (d) clarifies the respective responsibilities of the University and the DOE in providing adult basic education through high school completion and (e) evaluates financing arrangements.* (Institutions)

A-9. *Institutions in the public and independent sectors should share information in developing approaches to evaluating and giving credits for life/work experiences of adults and in developing and using new systems for self-instruction. These might provide the flexibility desired by adults and still enhance quality in continuing education programs.* (Institutions)

A-10. *The State of Hawaii should consider the feasibility of utilizing existing public and private organizations to provide opportunities for adults interested in obtaining educational/vocational/career counseling.* (Governor and Legislature)

B. Quality

One of the objectives of Hawaii's postsecondary education program is quality. While it is difficult to define "quality," the Committee believes that institutions should strive to provide educational opportunities which enrich the lives of both the individual student and the larger community.

Many methods have been used by institutions seeking to measure quality in quantitative terms, but this is very difficult and we recognize this. Institutions often attempt to obtain and monitor quality by such means as the following:

careful recruitment, selection, retention and promotion of faculty; periodic (sometimes annual) review of academic programs based on criteria; elaborate procedures for initiating programs; evaluations of classes by students; use of outside consultants and accreditation teams; follow-up studies of alumni. Illustrative of some of the approaches used by institutions in Hawaii are the following:

--Brigham Young University-Hawaii uses several means including annual division program audits.

--Chaminade University of Honolulu has student evaluations of each class every semester as well as involvement of administrators and faculty in program reviews.

--Hawaii Loa College tries to keep informed of alumni activities.

--The Department of Education, adult education program, uses three official measures of effectiveness related to course completion rates, degree achievement rates and client satisfaction.

--The University of Hawaii will reassess instructional and other programs by examining the following four factors: "primary mission," "social and economic need," "qualitative" factor, "productivity" factor.

--The East-West Center identifies six different components in its efforts to maintain quality, including annual review of project plans; periodic program and fiscal indicators of actual performance compared to plans; use of an international panel of consultants.

Institutions of postsecondary education in Hawaii use a variety of criteria in program reviews and in starting new programs: student preferences and interests, potential manpower demands, financial feasibility, resource (human, physical and academic support) availability.

Recommendations:

B-1. Institutions should continue to use various methods for critical evaluation of the quality of their offerings. This could include self-assessment, external audits, student ratings, accreditation programs, etc. (Institutions)

B-2. *Institutions should independently seek to improve measures of educational quality and should be encouraged to exchange information about such measures. In the evaluation of graduate and professional programs especially, the use of outside consultants is essential.* (Institutions)

B-3. *In deciding whether existing programs should be continued, modified or terminated and whether new programs should be started, institutions should continue to consider the following: (a) determination that the program relates to the institution's mission; (b) demonstrated need for the program including, but not limited to, student demand, manpower needs and possible contribution to the understanding of societal problems; (c) assessment of the total operating and capital costs of the program and the feasibility and availability of financial support (especially applicable to new program requests); (d) assessment of whether the program unnecessarily duplicates other programs and whether avenues of cooperative approaches have been explored with other public and independent institutions; (e) assessment of the impact of the program upon other programs within the institution; (f) assessment of the availability of similar programs in the Western region, including the WICHE student and fellows exchange programs (especially for new graduate program requests).* (Institutions)

B-4. *Institutions should insure that the quality of their off-campus offerings is equal to that of courses given on campus.* (Institutions)

B-5. *Basic to any institutional desire to achieve quality are the professional pride and personal motivation for quality in students, in faculty and staff members, in administrators, in governing board members. Institutions may find it helpful to consider ways in which the institutional environment might motivate individuals to put forth their best efforts.* (Institutions)

C. Access

While it is essential for Hawaii's postsecondary education program to be characterized by diversity and quality, it is essential that educational opportunities be maximized. Access is therefore a necessary objective.

The State's policy on access for the University of Hawaii is found in the 1970 policy statements of the U.H. Board of Regents, Controlled Growth for the University of Hawaii:

> A basic policy of the State is that no qualified resident applicant should be denied admission to the University of Hawaii System. This is applicable to the Community Colleges and the four-year undergraduate programs at the Manoa Campus and Hilo Campus.

The self-assessment of the University of Hawaii included data on students, by sex, parental income, ethnic background, age and handicapped status. While these data suggest, as indicated in the U.H. self-assessment, that "to a great extent access to higher education for qualified residents of the State has been accomplished by the University during the course of the last ten years," there are several concerns voiced by the University:

1. The University "faces a serious limit on the resources it shall have available to serve Hawaii's citizens" and is "examining the long-term commitments of the University, the scope of our services, the number of people we can service at an appropriate quality level, and current programs."

2. "Perhaps a barrier which still limits access for at least one group of potential students is the 'transportation barrier' faced by our handicapped citizens."

The WICHE student exchange program also shares the University of Hawaii's concern regarding the possible negative effects of limited funding levels on access.

The independent institutions and the DOE adult education program presented some information on the characteristics of their students. There is a lack of computerized student records in the adult education program which enrolled about 44,000 individuals during the last academic year.

The independent institutions are also aware that tuition levels affect access. One was hoping to broaden its student base by attracting more students from lower income backgrounds. The effect of tuition on enrollment was also included in the self-assessment of the adult education program of the DOE.

Other barriers to access were mentioned:

1. Brigham Young University-Hawaii: deficiency in the use and understanding of English; inadequate academic background for college work.

2. DOE adult education program: lack of information about postsecondary education offerings; need for babysitting and transportation services; inconvenient location and hour of class; fear of failure.

Some of the institutional self-assessments discussed but did not include data on student movement between institutions. Although this may not be a problem, it would be helpful to know the extent of such movement, the nature and magnitude of credit transferability, and the nature of articulation agreements, if any.

Recommendations:

C-1. *Institutions are encouraged to re-examine and intensify their efforts to attract and retain students from ethnic groups underrepresented in their student bodies.* (Institutions)

C-2. *In order to carry out the State's commitment to equal educational opportunity, the State should take appropriate steps to minimize the following barriers to access:*

a. *the "isolation barrier" for qualified persons living in remote areas but interested in seeking postsecondary education by developing special financial aid programs and new delivery systems, thus making educational opportunities available on all islands.*

b. *the "academic deficiency barrier" by developing closer working relationships between postsecondary education institutions and the DOE in making secondary education more effective.* Such efforts, if successful, may make postsecondary education accessible to more students and reduce the remediation work in such institutions. The psychological and financial benefits are evident.

c. *the "financial barrier" by developing a State policy on financial assistance to students in accredited public and independent institutions so as to minimize the effects of inadequate financial resources on the educational/career choices of students.*

d. *the "transportation barrier" of physically handicapped individuals.* (Governor, Legislature and Institutions)

C-3. *As a means of furthering access on the graduate/professional level, the State should complement its participation in the WICHE student exchange program by also encouraging greater participation in the WICHE Fellows program.* (Institutions)

C-4. *Continuing education and adult education programs in institutions of postsecondary education should explore the feasibility of counseling services for their clientele and develop plans which indicate their nature, scope and cost.* (Institutions)

C-5. *Efforts should be made to computerize student records in the DOE adult education program so as to enable the collection and analysis of data. Such analysis should be helpful in evaluating access and in developing program plans.* (Department of Education)

C-6. *Institutions are urged to work together to minimize problems of credit transferability and to ease student movement between institutions, particularly from two- to four-year institutions.* (Institutions)

C-7. *The State of Hawaii should continue its policy to offer tuition-free educational opportunities to persons 60 years or older on a space-available basis in public institutions.* (Governor and Legislature)

C-8. *Information on postsecondary educational opportunities in Hawaii should be disseminated throughout the Pacific area and, for programs which may be of singular benefit to countries of the Pacific, special arrangements for the handling of these educational needs are encouraged.* (Governor, Legislature and Institutions)

D. Financing

Each institution of postsecondary education in Hawaii is facing financial problems. The three public programs-- the University of Hawaii, the WICHE student exchange program, the DOE adult education program--indicated their concern that financial funding levels will have an effect on access and program diversity and, in the long run, on quality. The University of Hawaii, particularly, "faces a serious limit on the resources it shall have available to serve Hawaii's citizens."

The independent institutions of postsecondary education also have financial problems. Brigham Young University-Hawaii is trying to reduce the portion of support from the Church of Jesus Christ of Latter-Day Saints. Hawaii Loa College and Hawaii Pacific College are in the process of discussing a possible merger prompted, in part, by financial considerations. Chaminade University of Honolulu included the following statement in its self-assessment:

> /Chaminade/ happens to be in one of the few states that does not give unmatched support to students attending independent institutions. This makes Chaminade dependent on student tuition, which it must keep within the range of the state-subsidized institution in its neighborhood, if it is to serve as an alternative for students on the Island. Chaminade University, as the oldest and largest independent institution of higher education in the Pacific has one of the very lowest tuitions of independent institutions in existence. The State of Hawaii has a choice to make. Either it will find ways to offer the freedom of choice to its citizens through independent education on the post-secondary level, as do most of the States, or it will price the only other viable institution out of existence. A tuition voucher plan is the most feasible. Matching funds is no long-term solution, and funds do not go far enough. (p. 12)

While public funds in Hawaii have traditionally been used to support public institutions of postsecondary education, the Legislature in the 1976 Regular Session adopted House Resolution 35, Requesting a Review of Financial Aids to Students, and noted the importance of independent institutions which "provide students with the opportunity to select from a wide range of choices the educational program and setting best suited to their needs." (Standing Committee Report 612-76, March 22, 1976) An Ad Hoc Committee was formed to work on the House Resolution. It was chaired by a member of the State Postsecondary Education Commission and consisted of representatives from the University of Hawaii, independent colleges of Hawaii, the Hawaii Student Financial Aid Association and the Office of the State Attorney General. H.R. 35 requested that Ad Hoc Committee to "review the question of awarding financial aids to students attending Hawaii's private colleges, including determining criteria for eligibility and delivery mechanisms for financial assistance and possible constitutional problems which may arise in aiding students attending independent institutions." In its report (December 1976) to the Legislature, the Ad Hoc Committee recommended that the State Constitution be amended "to permit the use of public funds for scholarships, loans and grants to students attending public and independent colleges and universities in Hawaii" and that legislation be enacted to create a State grant program. These recommendations were made to foster access and choice in postsecondary education. During the 1977 Regular Session, the Legislature passed S. B. 2 (Act 14) which gives the State Postsecondary Education Commission authority to promulgate rules and regulations required to enable the State to participate in certain

federally funded programs available to postsecondary education. The Commission, in its proposed rules and regulations governing the Hawaii Student Incentive Grant program, indicates the following purposes:

> ...to assist those residents of the State of Hawaii who are substantially needy in meeting the cost of education. Hawaii Student Incentive Grants are also provided for the purpose of fostering access to and choice of an eligible institution of higher education which offers academic programs most suited to students' needs and interests, and/or educational environments preferred by those students. ("Eligible institution" means the University of Hawaii and accredited degree-granting nonprofit institutions of higher education in the State of Hawaii.)

The proposed rules cover many areas, including matching funds and an allocation formula.

Financing postsecondary education is a matter of national concern. Much has been written on the subject. Some of the financing "adjustments," proposed by the Carnegie Commission on Higher Education, to improve the national welfare are given below:

> (1) A temporary reduction in the comparative charge of monetary outlays to private individuals and an equivalent increase in public funding in order to make possible the attendance of more students from low-income families dependent upon public support....
>
> (2) A redistribution in total governmental costs from the states and localities to the federal government....
>
> (3) A redistribution of student subsidies in favor of those from low-income families. Students are now subsidized indirectly through tuitions that are less than the costs of education and directly through student aid....
> ....
>
> We favor a gradual redistribution of subsidies (a) by charging higher tuition to those who can afford to pay it--rising over a period of years; and (b) by providing more aid to students from lower-income families.
> ....

(4) An increase in subsidies to institutions in the private sector without injuring the public sector....

We believe that the states should increasingly support private institutions in ways that best preserve institutional independence, and that also make possible, in particular, the attendance of more students from low-income families....

Thus we prefer that states make tuition grants to students in accordance with their ability to pay....

Private institutions must recognize that the more public funds they receive, the more accountable they will be held by public authorities. It is not likely to be possible to get subsidies on an "arbitrary amount" basis with no formulas for the amount and no reporting on its use. Private institutions must be prepared to consider methods of accountability along with methods of public funding.[1]

In a recent report of the Task Force of the National Council of Independent Colleges and Universities,[2] several conclusions and recommendations, related to financing, were made. A few are presented below:

Financial Distress: The financial problems of private higher education other than demographic factors and escalating costs . . . could all be solved or alleviated by quite modest changes of public policy. . . . The measures proposed are to be viewed as a series of inter-related programs, primarily at the state level but supplemented by the federal government. . . .

Narrowing the Tuition Gap: Each state should provide adequately funded grants having the effect of substantially narrowing, but not necessarily closing, the tuition gap.

This report elaborates on one simple, direct and practicable way to narrow the gap, namely, tuition offset grants for all students in private institutions. . . .

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[1]The Carnegie Commission on Higher Education, Higher Education: Who Pays? Who Benefits? Who Should Pay? (New York: McGraw-Hill Book Company, June 1973), pp. 4-9.

[2]Association of American Colleges, A National Policy for Private Higher Education, The Report of a Task Force of the National Council of Independent Colleges and Universities (Washington, D.C.: the Association, 1974), pp.5-6.

> . . . Other possibilities would be to extend the coverage of present state programs of assistance to needy students in private institutions or to extend present state scholarship programs so that they would include far more students and provide more adequate grants. . . . Still another way would be to give institutional grants to private institutions from state or federal funds or both . . .

We realize that the financial prospects for postsecondary education in Hawaii in both the public and independent sectors are not particularly bright. We therefore suggest the following:

Recommendations:

D-1. *The State Postsecondary Education Commission should assist the State in defining more clearly State responsibilities in financing public and independent institutions of postsecondary education. This would include consideration of the division of responsibility for financing both public and independent institutions among state and federal governments, users and other sources (gifts and grants, etc.).* (State Postsecondary Education Commission)

D-2. *The State should continue to assume the major responsibility for financing public postsecondary education.* (Governor and Legislature)

D-3. *The State also has a responsibility for providing financial support to Hawaii's citizens who wish to attend other in-state institutions (accredited, degree-granting non-profit institutions of higher education).* (Governor and Legislature)

D-4. *There is need to clarify the financing of postsecondary education by continuing review and revision of public policy on tuition and financial aid. This is an extremely significant area. Such a study should be undertaken by the State Postsecondary Education Commission. The development of a policy on tuition and financial aid should consider, but not be limited to, the following:*

a. *identification of the basis for establishing tuition by analyzing public vs. personal benefits, by relating tuition to ability to pay.*

b. *definition of the instructional cost base in vocational/technical programs, undergraduate programs, graduate/professional programs, continuing education, adult basic education, etc.* (The work of NCHEMS on State-Level Information Base should be helpful.)

c. *exploration of a tuition pricing system that differentiates between educational segments (public university, public four-year colleges, public two-year colleges, adult education program), educational levels (lower division, upper division, etc.), academic programs (liberal arts, medicine, carpentry, etc.), full- or part-time status of students and resident and non-resident students.*

d. *possibilities of setting limits, in terms of semesters, credits carried or some other criterion, to student entitlement of regular tuition and of setting higher tuition levels once those limits are exceeded.*

e. *feasibility of re-establishing the granting of a few scholarships based not on financial need but on academic and other achievement.*

f. *the consequences of a tuition policy on student choice and on access, diversity and quality.*

g. *the effects of a public tuition policy on the independent colleges and universities.* (State Postsecondary Education Commission)

D-5. *To achieve financial and other objectives, institutions are urged to explore the feasibility of time-shortened baccalaureate degrees, of assisting students to pursue their studies on a full-time basis so as to reduce the time required to obtain their degrees and of using financial and other incentives to encourage students to select their courses with care and to complete the courses they select.* (Institutions)

E. Coordination

Institutions varied somewhat in their responses regarding a public agency for statewide planning in postecondary education:

> DOE adult education program: "We believe that it would be beneficial to have an agency for statewide planning and coordination of PSE. . . .it is felt that the coordinating agency should concentrate on overall needs assessment, planning, research and development. It should not be directly involved in program operation. Under this concept operational agencies such as DOE would be users of the planning agency services on a separate but equal basis."

University of Hawaii: "It is the University's view that the State does not need to enlarge the functions of the Postsecondary Education Commission at this time to include authoritative coordination and/or planning. To do so, in our opinion, would initiate only more demands for administrative overhead in funding and staffing and in a short time might tend to create still another level of bureaucracy and another demand for General Fund support.

"On the other hand, the State and all of postsecondary education would likely benefit from inter-institutional and inter-agency cooperation and planning through voluntary 'coordination' and information sharing. The University is highly supportive of this function to form a constructive partnership with other institutions of postsecondary education and agencies that have postsecondary education functions. The Postsecondary Education Commission would serve this objective well in serving as a meaningful forum for the discussion and development of State policy for postsecondary education that extends beyond the University of Hawaii and, based on its role as a forum, a source of constructive advice to institutions and their governing boards and to State Government."

Brigham Young University-Hawaii: "We consider it desirable to have a statewide agency concerned with public sector postsecondary educational planning. It would be helpful as well for such an agency to provide information to and carry on-going dialogues with leaders in the independent colleges and universities. . . ."

Chaminade University of Honolulu: "There should be a statewide agency for planning in post-secondary education. That agency should be representative of the institutions in the state. If it is to be truly representative, it should not consist of Regents, for the most part of the University of Hawaii, but of a representative group from all sectors of the educational constituencies. . . ."

Hawaii Loa College: "The Postsecondary Education Commission is a good mechanism which could provide an overview of higher education in Hawaii. There should be equitable representation from three sectors: public, independent and community-at-large. This will allow dialogue and input that reflects as broad a spectrum of the community as possible. . . ."

There was also recognition that it would be desirable to have coordination between institutions of postsecondary education and other "relevant" agencies, such as the DOE, the Department of Planning and Economic Development, the Department of Regulatory Agencies. Among the specific suggestions made were:

Hawaii Loa College: "Coordination between various 'relevant' agencies and the education community would best be served through representation on committees chaired by members of the Postsecondary Education Commission. . .

There should be more communication between secondary and post-secondary schools to give every student, who wishes, the opportunity to understand what the colleges and universities can offer in the way of programs, coursework and campus life."

Brigham Young University-Hawaii: "It would be valuable to have some agency in the public sector provide periodic data to both public and independent colleges and universities, about programs, educational needs, and job opportunities so as to allow for improved planning and implementation by the various institutions.

Articulation between secondary and postsecondary educational programs can be improved by working on ways of easing transition from secondary to postsecondary institutions. . ."

An examination of the national literature shows that in recent years there has been growing recognition of the need for and importance of statewide planning for postsecondary education. A task force of the Education Commission of the States, in Coordination or Chaos, indicates that there is no single approach for planning in view of the "uniqueness" of the states and suggests that each state assume responsibility for developing "appropriate forms" for its statewide planning.[3] The task force further believes that effective planning is "the most effective means of preserving and enhancing the functional autonomy or reasonable independence of institutions."[4]

Several proponents of statewide planning stress the importance of a comprehensive approach in terms of scope and participants:

1. The Carnegie Commission on Higher Education

In The Capitol and the Campus: Planning agencies charged with responsibility for postsecondary education should "encompass the entire timespan of a person's postsecondary education needs from immediately after high school throughout life." (p. 35)

In Toward a Learning Society: "While such broadly scoped planning is essential in a system which has a plurality of objectives and institutions and agencies, it is equally essential that the type of planning required not be viewed as that which takes on regulatory or administrative functions." (p. 70)

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[3]Education Commission of the States, Coordination or Chaos, Report of the Task Force on Coordination, Governance and Structure of Postsecondary Education (Denver: The Commission, October 1973), p. 98.

[4]Ibid, p. 77.

2. Education Commission of the States[5]

". . . the state has responsibility to take nonpublic institutions into account in its planning efforts and in any consideration of postsecondary educational resources in the state.

Proprietary education should be represented in any advisory groups to the state planning agency."

3. National Council for Independent Colleges and Universities[6]

". . . State educational planning agencies should take into account the presence of private institutions, consult with them, when feasible make contracts with them for needed services, and otherwise avoid unnecessary duplication and wasteful competition. Private institutions should cooperate in statewide planning, but the actions of state planning agencies should respect the essential autonomy of both public and private institutions."

In order to promote coordination of postsecondary education in Hawaii which will also enhance diversity, quality, access and financing, the following are proposed:

Recommendations:

E-1. *The State Postsecondary Education Commission should assist in facilitating cooperation between the public and independent sectors in planning postsecondary educational opportunities for Hawaii by creating an inter-institutional liaison committee. An emphasis should be placed on the sharing of information.* (State Postsecondary Education Commission)

E-2. *After five years, the State Postsecondary Education Commission should assess its role and effectiveness and evaluate the action taken on the recommendations in this Plan.* (State Postsecondary Education Commission)

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[5]Op. cit., pp. 94 and 97.

[6]As quoted in: Education Commission of the States, Task Force on State Policy and Independent Higher Education, Statewide Planning and Private Higher Education (November 1976), p. 1.

E-3. *The University of Hawaii and the Department of Education, as two highly centralized systems of public education, should establish a joint council to study and develop recommendations pertaining to articulation between secondary and postsecondary education systems.* (University of Hawaii and Department of Education)

E-4. *In order to minimize the unnecessary duplication of resources and to promote their most effective utilization, institutions are urged to share human and physical resources, when feasible, and to develop equitable arrangements for such sharing.* (Institutions)

VI. A System of Planning for Postsecondary Education

Development of a master plan for postsecondary education is only the first step in the planning process. In a rapidly changing society, any master plan will soon become outdated unless a system is established for regularly adjusting the plan to changing conditions and values. An effective plan is relevant if it is one which serves as a changing guide to guide change.

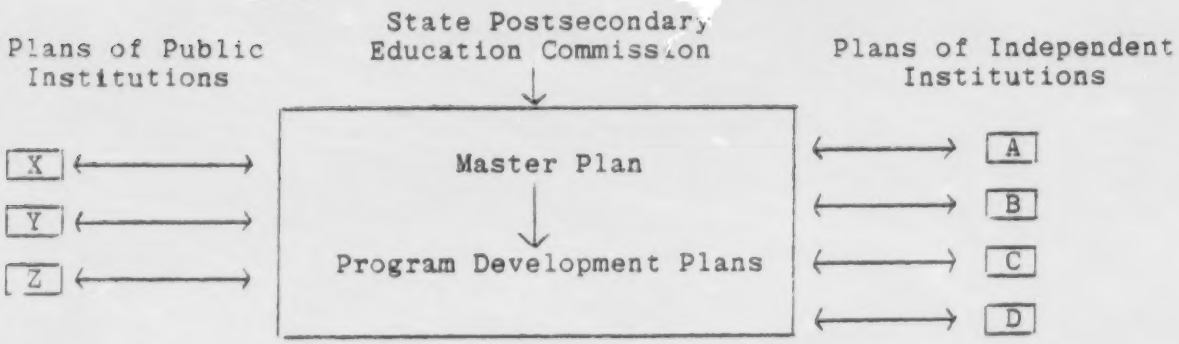
Our conception of the planning process includes master (strategic) and program development (tactical) planning. Master planning provides the framework within which program development planning takes place. Master planning is concerned with defining postsecondary education, identifying fundamental assumptions and issues, proposing goals, objectives and policies as well as institutional roles. Program development planning is concerned with long and short range development plans built within the parameters of master planning and with step-by-step means of achieving the goals of master planning.

Institutions of postsecondary education in Hawaii have had various approaches to the development of their institutional plans. It is important that the State's master plan and program development plans be considered by institutions in their planning efforts and vice versa. It seems feasible, therefore, to outline a planning process which links institutional planning to statewide planning for postsecondary education. Such a planning process is complex since it involves institutions in the public and independent sectors.

A. Our System of Planning

Responsibility for establishing general State policy for postsecondary education is shared by the State Legislature, the Governor and Executive Agencies, while responsibility for institutional policy to implement the general State policy in the public sector is constitutionally assigned to the Board of Regents and to the Board of Education. Responsibility for planning for postsecondary education and for advising in the development of plans is shared by the Board of Regents, the State's Executive Agencies, including the State Postsecondary Education Commission, and the Department of Planning and Economic Development. It is essential that careful and close coordination occurs among the various responsible groups, and that those affected, including independent institutions, actively participate in that process to develop policy and planning.

The planning process may be illustrated as follows:



As indicated in the illustration, the State Postsecondary Education Commission will develop the postsecondary education master plan and the program development plans in cooperation with public and independent postsecondary institutions. The master plan will be the outcome of the present effort. The program development plans should be developed after the master plan has been adopted.

The issues raised in the master plan should be analyzed and clarified in the program development plans in such areas as the following:

1. Graduate education programs
2. Baccalaureate degree programs
3. Associate degree programs
4. Non-degree occupational programs
5. Life-long education programs

The master plan establishes the goals. It looks ahead 6 to 20 years. The program development plans confront the issues and assess priorities. They look ahead 4 to 6 years--the time needed to make major program and organizational changes and capital investments.

Institutional planning has its own system of planning. The annual plan is integrated with the annual budget, which in turn is a part of the management system of the institution. Another objective is to interface institutional planning with program development planning in order to better achieve the goals of the master plan.

B. Facts and Values

Planning involves both facts and values. In the realm of facts, the activities of the National Center for Higher Education Management Systems (NCHEMS) have significance. This Federally sponsored organization has recently initiated the development of the State-Level Information Base (SLIB). SLIB, of which Hawaii is a part, will contain data relevant to six categories of information for postsecondary education planning, as follows:

1. Demand for postsecondary education--information about the population, elementary and secondary education enrollments, and students.

2. State-level needs for educational services--occupational information and data on the number of students who complete programs.

3. Institutional and programmatic functions--information about the institution and its characteristics, the students served by the institution, and specific program offerings.

4. Institutional resources: characteristics, availability and use--information about the financial, personnel, and facility resources available to institutions.

5. Financing of postsecondary education--information about State and local finances, institutional finances, and student financial aid.

6. Affirmative action--information about students, graduates, and employees of institutions.[1]

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[1] NCHEMS Newsletter Progress Report (January/February 1977).

The Hawaii State Postsecondary Education Commission intends to utilize SLIB data in its planning process as these data and related services become available.

Facts, however, are defined within a value framework, and planning judgments must often be made in the absence of facts or without adequate facts. The question of whose values should prevail becomes important in defining the planning process, especially when the process involves both public and independent institutions.

How can the public interest best be achieved by the planning process? There are two basic concepts of public interest. The first is the unitary concept which defines public interest in terms of the judgment of the authority or expert. The second is the individualistic concept which defines public interest simply as the sum of the interests of the individuals involved in the issue. Both concepts are relevant here. The planning process for both the master plan and the program development plans must consider the individual interests of all of the institutions involved in postsecondary education. The State Postsecondary Education Commission, however, has the responsibility of defining the overall goals, objectives and priorities based on the concerns, interests and plans of the institutions.

C. The Planning Process

Within this context, the postsecondary education planning process should include the following:

1. Appointment of a Steering Committee on the Master Plan every 5 years or as need indicates to update the existing plan.

2. Appointment of a number of program development task forces, representative of both public and independent institutions, to work on the program areas which have been defined, such as the baccalaureate degree program. The task forces would begin their work after completion of the master plan. Within their program area, the task forces would define the issues and develop a long range (4 to 6 years) development plan in which the role of the public and independent institutions will be clarified. In each of the program development plans, the following areas should be covered:

APPENDIX A

LEGISLATION ON POSTSECONDARY EDUCATION COMMISSION

A. Provisions of the Higher Education Act of 1965, as amended, Title XII --General Provisions

STATE POSTSECONDARY EDUCATION COMMISSIONS

SEC. 1202. (a) Any State which desires to receive assistance under section 1203 or title X shall establish a State Commission or designate an existing State agency or State Commission (to be known as the State Commission) which is broadly and equitably representative of the general public and public and private nonprofit and proprietary institutions of postsecondary education in the State including community colleges (as defined in title X), junior colleges, postsecondary vocational schools, area vocational schools, technical institutes, four-year institutions of higher education and branches thereof.

(b) Such State Commission may establish committees or task forces, not necessarily consisting of Commission members, and utilize existing agencies or organizations, to make studies, conduct surveys, submit recommendations, or otherwise contribute the best available expertise from the institutions, interests groups, and segments of the society most concerned with a particular aspect of the Commission's work.

(c)(1) At any time after July 1, 1973, a State may designate the State Commission established under subsection (a) as the State agency or institution required under section 105, 603, or 704. In such a case, the State Commission established under this section shall be deemed to meet the requirements of such sections for State agencies or institutions.

(2) If a State makes a designation referred to in paragraph (1)—

(A) the Commissioner shall pay the State Commission the amount necessary for the proper and efficient administration of the Commission of the functions transferred to it by reason of the designation; and

(B) the State Commission shall be considered the successor agency to the State agency or institution with respect to which the designation is made, and action theretofore taken by the State agency or institution shall continue to be effective until changed by the State Commission.

(d) Any State which desires to receive assistance under title VI or under title VII but which does not desire, after June 30, 1973, to place the functions of State Commissions under such titles under the authority of the State Commission established pursuant to subsection (a) shall establish for the purposes of such titles a State Commission which is broadly representative of the public and of institutions of higher education (including junior colleges and technical institutes) in the State. Such State Commissions shall have the sole responsibility for the administration of State plans under such titles VI and VII within such State.

(20 U.S.C. 1142a) Enacted June 23, 1972. P.L. 92-318, sec. 196, 86 Stat. 324.

COMPREHENSIVE STATEWIDE PLANNING

SEC. 1203. (a) The Commissioner is authorized to make grants to any State Commission established pursuant to section 1202(a) to enable it to expand the scope of the studies and planning required in title X through comprehensive inventories of, and studies with respect to, all public and private postsecondary educational resources in the

State, including planning necessary for such resources to be better coordinated, improved, expanded, or altered so that all persons within the State who desire, and who can benefit from, postsecondary education may have an opportunity to do so.

(b) The Commissioner shall make technical assistance available to State Commissions, if so requested, to assist them in achieving the purposes of this section.

(c) There are authorized to be appropriated such sums as may be necessary to carry out this section.

(20 U.S.C. 1142b) Enacted June 23, 1972, P.L. 92-318, sec. 196, 86 Stat. 325.

B. Hawaii's Statute on State Postsecondary Education Commission

ACT 193 H.B. NO. 1548

A Bill for an Act Relating to the State Post-Secondary Education Commission.

Be It Enacted by the Legislature of the State of Hawaii:

SECTION 1. Purpose. The purpose of this Act is to establish a State Post-Secondary Education Commission. A State Commission broadly and equitably representative of the general public and public and private non-profit and proprietary institutions of post-secondary education in the State is required to qualify the State to receive funds made available under the 1972 Amendments to the Higher Education Act of 1965. In addition, a State Commission or Board is necessary to qualify the State to receive appropriations authorized under the original Higher Education Act of 1965 and its amendments prior to 1972.

SECTION 2. Establishment of the State Post-Secondary Education Commission—Membership, Administration. There is established a State Post-Secondary Education Commission for the State of Hawaii. The Commission shall consist of the members of the Board of Regents of the University of Hawaii, the provision of Section 74-4, Hawaii Revised Statutes, notwithstanding, and four (4) other members who shall be broadly and equitably representative of the general public, and public and private non-profit and proprietary institutions of post-secondary education in the State who shall be appointed in accordance with Section 26-34, Hawaii Revised Statutes. The Commission shall be placed within the University of Hawaii for administrative purposes and its Administrative Officer shall be the President of the University of Hawaii. The Commission may appoint necessary staff members in accordance with applicable policies and procedures of the University of Hawaii.

SECTION 3. Commission's Powers and Authority. The Commission may cooperate with the United States Department of Health, Education and Welfare in order to qualify the State to receive funds made available under the Higher Education Act of 1965, as amended by P.L. 92-318, and as it may be amended from time to time and in addition may serve as the State agency for the receipt of federal funds where the federal legislation dealing with higher education or post-secondary education requires as a condition of State receipt of such funds, the designation of a State agency which is broadly representative of the general public and of post-secondary education in the State and where agencies other than the Commission created by this Act may not qualify.

SECTION 4. Act 9, Session Laws of Hawaii, 1966, providing for the establishment of a Temporary Commission for Higher Education, is hereby repealed in its entirety.

SECTION 5. This Act shall take effect upon its approval.

(Approved June 10, 1974.)

APPENDIX B

MEMBERS OF THE STATE POSTSECONDARY EDUCATION COMMISSION
STATE OF HAWAII

Chairperson: Tom T. Shibano

Vice Chairperson: Robin F. Loomis

Carl A. Carlson, Jr.
Anna Chung
George E. Freitas
Wallace S. Fujiyama
George J. Fukunaga
John A. Hoag
Scott Leithead
Harriet K. Mizuguchi
Ruth Oshiro
Ambrose Rosehill
Kiyoshi Sasaki
Fred B. Smales

Staff: Fujio Matsuda, Administrative Officer
Tatsuki Shiramizu
Secretary to the Commission

Mary Isa
Educational Specialist

MEMBERS OF THE STEERING COMMITTEE ON THE MASTER PLAN
FOR POSTSECONDARY EDUCATION, STATE OF HAWAII

Chairperson: Robert L. Cushing

Hideto Kono
Richard Kosaki
Durward Long
Ah Quon McElrath
Richard Takasaki
August Yee

Researcher: Mrs. Mildred D. Kosaki

Representatives of Postsecondary Education
Institutions and Programs

University of Hawaii	Durward Long
Brigham Young University-Hawaii	Phillip C. Smith
Chaminade University of Honolulu	Helen Volkomener
Hawaii Loa College	Lee Radner
Hawaii Pacific College	Chatt Wright
East-West Center	John Brownell
WICHE Student Exchange Program	Patricia Saiki
Department of Education, Adult Education Program	James LeVine

Table C-1

PROJECTIONS OF TOTAL RESIDENT POPULATION (SERIES E-2): 1970 TO 2020

(Data include armed forces stationed in Hawaii but exclude visitors present.)

Age and county	1970	1980	1985	1990	1995	2000	2010	2020
Total population ...	769,913	930,000	1,027,600	1,131,700	1,238,700	1,349,200	1,606,100	1,927,400
AGE								
Under 5 years	70,951	85,300	96,900	104,400	107,600	111,500	133,000	159,200
5 to 9 years	80,008	76,200	89,000	101,400	109,800	114,000	128,500	157,000
10 to 14 years	79,971	76,000	79,500	92,600	106,000	115,200	126,300	151,600
15 to 19 years	71,993	84,400	78,900	82,900	96,500	110,500	126,100	144,300
20 to 24 years	81,732	108,300	111,900	107,500	112,700	127,500	154,200	170,200
25 to 34 years	107,314	155,800	184,100	200,200	201,600	204,600	259,500	310,800
35 to 44 years	95,727	105,500	128,000	155,700	184,600	201,800	209,200	267,000
45 to 54 years	84,418	90,000	87,300	101,100	123,500	151,100	197,300	207,200
55 to 64 years	53,816	77,700	85,800	83,800	81,700	94,600	141,000	184,100
65 to 74 years	29,543	46,600	56,400	66,300	72,500	70,300	79,000	117,200
75 years and over	14,440	24,300	29,900	36,000	42,300	48,100	52,100	58,800
COUNTIES								
City & Co. of Honolulu ..	630,528	749,500	818,700	891,000	965,000	1,039,400	1,221,200	1,436,000
County of Hawaii	63,468	83,800	97,700	113,400	130,000	146,900	185,700	240,700
County of Kauai	29,761	36,700	41,300	46,100	50,700	55,400	64,400	76,500
County of Maui	46,156	60,100	69,900	81,200	93,000	107,600	134,700	174,200

Source: Hawaii State Department of Planning and Economic Development, The Population of Hawaii, 1958-2025 (Statistical Report 114, May 5, 1976), pp. 24-26 and 35.

Note: The forecast shown is Series E-2, which is recommended for planning purposes. Series E-2 assumes that the Hawaiian fertility rate of 1968-1972 will hold constant until 1975 and then converge with the projected national rate of 2.1 (replacement level) by the year 2000. A life expectancy of 69.6 years for males and 75.8 years for females is assumed by the year 2000 for both Hawaii and the nation. Net in-migration per 1,000,000 U.S. population is expected to double over a 50-year period. Throughout the projections, the number of military personnel and dependents was held constant at the level enumerated in the 1970 Census.

Table C-2
GROWTH IN THE HAWAIIAN ECONOMY
Selected Calendar Years

Economic Indicators	Amount					Percent Change 1976 from		
	1976	1975	1974	1971	1966	1975	1971	1966
Population[a]	886,700	868,500	854,100	795,700	710,325	2.10	11.44	24.83
Labor Force[b]	400,000	356,400	359,090	325,320	--	12.23	22.96	--
Employment[b]	361,000	330,800	331,930	304,680	--	9.13	18.48	--
Unemployment Rate[b]	9.8	7.2	7.6	6.3	--	36.11	55.56	--
Cost of Living[c]	162.8	155.0	141.9	118.9	97.3	5.03	36.92	67.32
Motor Vehicle Registration[d]	536,504	500,585	487,647	425,210	323,843	7.18	26.17	65.67
Total Housing Units[e]	270,646	261,197	250,697	224,585	192,781	3.62	20.51	40.39
Total Hotel Rooms	44,093	42,648	39,632	35,797	17,217	3.39	23.18	156.10
Number of Visitors	3,207,645	2,829,105	2,786,489	1,818,944	835,456	13.38	76.35	283.94
Per Capita Personal Income	$7,225	$6,658	$6,010	$4,818	$3,192	8.52	49.96	126.35
Per Capita Taxes	$ 923	$ 852	$ 765	$ 614	$ 365	8.33	50.33	152.88
	AMOUNTS IN MILLIONS							
Visitor Expenditures	$1,450	$1,270	$1,225	$ 645	$ 280	14.17	124.81	417.86
Military Expenditures	1,085	1,028	935	722	517	5.54	50.28	109.86
Total Personal Income	6,215	5,674	5,069	3,773	2,225	9.53	64.72	179.33
Bank Deposits	2,995	2,681	2,553	1,939	1,043	11.71	54.46	187.15
Sugar Processing[f]	275	606	455	190	179	-54.62	44.74	53.63
Pineapple Canning[f]	95	132	104	125	106	-28.03	- 24.00	- 10.38
Retail Sales[f]	3,855	3,497	3,063	2,112	1,234	10.24	82.53	212.40
Wholesale Sales[f]	2,911	2,499	2,248	1,504	790	16.49	93.55	268.48
Diversified Manufacturing[f]	413	430	376	285	205	- 3.95	44.91	101.46
Construction Value	1,012	1,140	1,044	697	371	-11.23	45.19	172.78

NOTE: 1976 data preliminary. Subject to revision.

a. Resident population at July 1.
b. Annual average. Due to revision, comparable data not available for 1966.
c. Honolulu Consumer Price Index (annual average). 1967 = 100.
d. At December 31. Excludes military vehicles, motorcycles and scooters. 1976 and 1975 reflect non-taxable, non-resident vehicles not formerly registered.
e. At April 1.
f. General excise tax base.

SOURCE: State Departments of Planning & Economic Development, Regulatory Agencies, Labor & Industrial Relations, Taxation, and Transportation; County Finance Directors; Hawaii Visitors Bureau; Honolulu Redevelopment Agency; U. S. Department of Commerce; and Bank of Hawaii. As found in Tax Foundation of Hawaii, Government in Hawaii 1977, p. 6.

TABLE C-3
TOTAL EMPLOYMENT BY OCCUPATIONAL GROUP

Major Occupational Group	Employment*				Percent Change
	1970	1975	1976	1980	1970-1980
Professional, Technical, Kindred	42,510	51,010	52,710	59,510	40.0
Managers, Officials, Proprietors	23,980	29,170	30,210	34,370	43.3
Sales Workers	17,680	20,660	21,260	23,640	33.7
Clerical Workers	44,170	50,590	51,880	57,020	29.1
Craftsmen, Foremen, Kindred	40,360	43,860	44,560	47,360	17.4
Operatives, Kindred	27,710	29,420	29,760	31,120	12.3
Service Workers	39,290	45,580	46,830	51,860	32.0
Laborers, exc. Farm	11,600	12,270	12,400	12,940	11.6
Farmers and Farm Workers	8,460	7,090	6,820	5,720	-32.4

*Due to rounding, individual items may not add to sum.

Source: Department of Labor and Industrial Relations, Hawaii's Industry-Occupational Opportunities (July 1974), p. 13.

TABLE C-4
TOTAL MANPOWER NEEDS: EXPANSION AND REPLACEMENT 1970-1980*

Major Occupational Clusters	Expansion Needs	Replacement Needs	Total Needs 1970-1980
Professional, Technical, Kindred	17,000	16,280	33,280
Engineers, Technical	1,090	550	1,640
Life and Physical Scientists	220	110	330
Mathematical Specialists	60	30	90
Engineers, Science Technicians	1,060	510	1,570
Medical Workers, exc. Technicians	1,940	2,550	4,490
Health Technology and Technicians	610	500	1,110
Technicians, exc. Health	520	160	680
Computer Specialists	650	240	890
Social Scientists	380	120	500
Teachers	4,510	6,060	10,570
Writers, Artists, Entertainers	1,760	3,590	3,350
Other Professional, Technical	4,170	3,860	8,030
Managers, Officials, Proprietors	10,380	8,000	18,380
Buyers, Sales, Loan Managers	1,910	1,060	2,970
Administrators, Public Inspectors	1,370	1,040	2,410
Other Managers, Officials, Prop.	7,100	5,900	13,000
Sales Workers	5,950	9,200	15,150
Clerical Workers	12,850	25,640	38,490
Stenographers, Typists, Secretary	4,300	10,080	14,380
Office Machine Operators	260	840	1,100
Other Clerical Workers	8,290	14,720	23,010
Craftsmen, Foremen, Kindred	7,000	7,000	14,000
Construction Craftsmen	2,870	2,800	5,670
Foremen, NEC	680	1,140	1,820
Metalworking Craftsmen exc. Mech	30	260	290
Mechanics, Repairmen, Installers	2,070	1,350	3,420
Printing Trade Craftsmen	50	230	280
Other Craftsmen, Kindred Workers	940	1,030	1,970
Transportation, Public Utilities	340	190	530
Operatives	3,410	7,640	11,050
Semiskilled Metalworking	150	260	410
Semiskilled Textile	-10	0	-10
Semiskilled Packing, Inspecting	180	980	1,160
Other Operatives, exc. Transport	1,390	4,630	6,020
Transport Equipment Operatives	1,690	1,770	3,460
Service Workers	12,570	20,270	32,840
Cleaning Service Workers	4,430	4,930	9,360
Food Service Workers	4,220	8,240	12,460
Health Service Workers	1,240	1,900	3,140
Personal Service Workers	2,010	3,570	5,580
Protective Service Workers	1,580	580	2,160
Private Household Workers	-910	1,050	140
Laborers, exc. Farm	1,340	3,010	4,350
Farmers and Farm Workers	-2,740	3,000	260
Farmers and Farm Managers	-290	750	460
Farm Laborers, Farm Foremen	-2,450	2,250	-200

*Due to rounding, totals may not add.

Source: Department of Labor and Industrial Relations, Hawaii's Industry-Occupational Opportunities (July 1974), pp. 19-20.

Table C-5
Summary of Employment Opportunities Related to Vocational Programs
Selected Years: 1978 and 1982[a]

Program	1978			1982		
	Ant. Employ.	Proj. Demand	Proj. Supply	Ant. Employ.	Proj. Demand	Proj. Supply
Total	219,877	15,567	8,174	248,618	17,043	9,929
Agriculture	11,587	477	359	12,396	758	460
Distributive	50,529	3,435	1,381	57,684	4,240	1,551
Health	9,567	773	729	10,922	926	907
Home Economics[b]	4,186	347	66	4,749	411	69
Office	55,866	4,386	2,832	62,948	5,155	3,392
Technical	3,423	117	385	3,704	133	411
Trades and Industry	84,719	6,032	2,422	96,215	5,420	3,139

[a]Ant. Employment (anticipated employment); proj. demand (sum of expansion and replacement); proj. supply (output from Department of Education, community colleges, U.H. Manoa, apprenticeship programs, CETA programs and certain private trade and business schools).

[b]Occupational preparation only

Source: Office of the State Director for Vocational Education, Summary of Hawaii's Five-Year & Annual State Plans for the Administration of Vocational Education Fiscal Years 1978-1982 (May 1977), pp.5-6.

Table C-6

Hawaii's High School Graduates Who Enter the University of Hawaii System Immediately After Graduation ("Going Rate") 1968-1976: Selected Years (In Percentages)

Campus	1968	1970	1972	1974	1976
Total Graduates	11,526	12,586	13,395	13,601	13,479
Total Graduates Entering U.H.	4,268	5,409	6,197	5,777	5,673
Total "Going Rate"	37.0%	43.0%	46.3%	42.5%	42.1%
University of Hawaii at Manoa	17.4%	19.5%	18.6%	14.9%	14.3%
University of Hawaii at Hilo	2.1%	4.4%	5.1%	4.8%	4.0%
Hawaii CC		1.8	2.4	2.4	2.6
Hilo College	2.1	2.6	2.7	2.3	1.4
Community Colleges	17.5%	19.1%	22.6%	22.8%	23.7%
Honolulu CC	3.9	2.9	3.8	3.7	4.8
Kapiolani CC	5.0	5.2	6.5	7.0	7.6
Kauai CC	0.7	0.9	1.0	0.8	1.0
Leeward CC	5.6	8.0	7.8	7.8	7.1
Maui CC	2.3	2.0	2.3	1.9	2.1
Windward CC			1.2	1.6	1.1

Sources: University of Hawaii, Management Systems Office, Series on: High School Background of Entering Freshmen, University of Hawaii System, Fall 1969 to Fall 1971 (March 10, 1972); Fall 1976 (December 1976); and Office of the Vice President for Community Colleges, High School Background of Freshmen, Community Colleges, Fall 1971 (December 1971).

Table C-7

Hawaii's High School Graduates: Post-Graduation Plans
1952-1976: Selected Years

Year	Total	School		Work		Military Serv.		Other[a]	
		No.	H%	No.	H%	No.	H%	No.	H%
1976	9,399	6,906	73.5	1,020	10.9	538	5.7	935	9.9
1975	9,562	6,997	73.2	967	10.1	521	5.4	1,077	11.3
1970	11,010	8,945	81.2	742	4.7	594	5.4	729	6.6
1965	11,100	7,981	71.9	652	5.9	807	7.3	1,660	15.0
1960	7,887	4,967	63.0	1,085	13.8	1,075	13.6	760	9.6
1955	6,499	3,271	50.3	1,884	29.0	871	13.4	473	7.3
1952	6,142	3,021	49.2	2,805	45.7			316	5.1

[a]Includes indefinite plans, no plans, no data.

Sources: Raw data from reports of: Joint Committee on Guidance and Employment of Youth (1952, 1955, 1960); University of Hawaii, Survey Research Office (1965, 1970); University of Hawaii, Office of the Chancellor for Community Colleges (1975, 1976).

TABLE D-1A
CURRICULA OFFERED, BY EDUCATIONAL OBJECTIVE
UNIVERSITY OF HAWAII AT MANOA
FALL 1976

COLLEGE AND DEPARTMENTS/PROGRAMS	EDUCATIONAL OBJECTIVE			
	Bachelor's Degrees	Master's Degrees	Doctor's Degrees	Other[a]
TOTAL.....	74	66	31	10
College of Arts & Sciences.....	45	40	22	3
American Studies.....	BA	MA	PhD	
Anthropolgy.....	BA	MA	PhD	
Architecture.....	BFA	M Arch		
Art.....	BA, BFA	MA, MFA		
Asian Langs. & Lit.....		MA	PhD	
Asian Studies.....	BA	MA		
Astronomy.....		MS	PhD	
Biology.....	BA, BS			
Botanical Sciences.....		MS	PhD	
Botany.....	BA			
Chemistry.....	BA, BS	MS	PhD	
Chinese.....	BA			
Classics.....	BA	MA		
Communication.....	BA	MA		
Computer Science.....	BS			
Drama & Theatre.....	BA	MA, MFA	PhD	
Economics.....	BA	MA	PhD	
English.....	BA	MA		
English as a Second Lang.....		MA		
French.....	BA	MA		
Geography.....	BA	MA	PhD	
Geology.....	BA			
Geology & Geophysics.....	BS	MS	PhD	
German.....	BA	MA		
Greek.....	BA			
History.....	BA	MA	PhD	
Info. & Computer Sciences.....		MS		
Japanese.....	BA			
Journalism.....	BA			
Latin.....	BA			
Liberal Studies.....	BA			
Linguistics.....		MA	PhD	
Mathematics.....	BA	MA	PhD	
Meteorology.....	BS	MS	PhD	
Microbiology.....	BA	MS	PhD	
Music.....	BA, BMus	MA, MM		
Oceanography.....		MS	PhD	
Pacific Islands Studies.....		MA		

TABLE D-1A (continued)

COLLEGE AND DEPARTMENTS/PROGRAMS	EDUCATIONAL OBJECTIVE			
	Bachelor's Degrees	Master's Degrees	Doctor's Degrees	Other[a]
College of Arts & Sciences (cont.)				
Pacific Urban Stds. &Plan.Prog.		MURP		Cert.
Philosophy	BA	MA	PhD	
Physics	BA, BS	MS	PhD	
Political Science	BA	MA	PhD	
Population Studies				Cert.
Psychology	BA	MA	PhD	
Religion	BA			
Russian	BA	MA		
Russian Studies				Cert.
Sociology	BA	MA	PhD	
Spanish	BA	MA		
Speech	BA			
Zoology	BA	MS	PhD	
College of Business Adm.	10	1	0	0
Accounting	BBA			
Business Adm.		MBA		
Business Econ. & Quant. Meth.	BBA			
Finance	BBA			
Foreign Trade	BBA			
General Business	BBA			
Management	BBA			
Marketing	BBA			
Personnel & Indus. Rels.	BBA			
Real Estate	BBA			
Travel Industry Management	BBA			
College of Education	4	6	2[b]	3
Educational Administration		MEd		
Education Comm. & Tech.		MEd		
Educational Foundations		MEd		
Educational Psychology		MEd[c]	PhD	
Elementary Education	BEd	MEd		Prof.Dipl.
Recreation Leadership	BS			
Secondary Education	BEd	MEd		Prof.Dipl.
Special Education	BEd			Prof.Dipl.
College of Engineering	4	4	2	0
Civil Engineering	BS	MS		
Electrical Engineering	BS	MS	PhD	
General Engineering	BS			
Mechanical Engineering	BS	MS		
Ocean Engineering		MS	PhD	

TABLE D-1A (continued)

COLLEGE AND DEPARTMENTS/PROGRAMS	EDUCATIONAL OBJECTIVE			
	Bachelor's Degrees	Master's Degrees	Doctor's Degrees	Other[a]
College of Tropical Agriculture..	7	8	4	0
Agricultural & Resource Econ..	BS	MS	PhD	
Agricultural Engineering.....		MS		
Agricultural Science.....	BS			
Agricultural Technology.....	BS			
Agronomy & Soil Science.....		MS	PhD	
Animal Science.....		MS		
Entomology.....		MS	PhD	
Fashion Design & Mdse.....	BS			
Food & Nutritional Sci.....	BS	MS		
Food Science.....		MS		
Home Economics.....	BS			
Horticulture.....		MS	PhD	
Human Development.....	BS			
School of Law.....	0	0	0	1 (J.D.)
Graduate Sch. of Library Stds....	0	1 (MLS)	0	0
School of Medicine.....	2	2	1	1 (M.D.)
Biomedical Sciences.....		MS[d]	PhD[e]	
Medical Technology.....	BS			
Speech Pathology & Aud.....	BS	MS		
School of Nursing.....	1	1	0	2
Associate Degree Nursing.....				A.S. Cert.
Dental Hygiene.....				
Nursing.....	BS	MS		
School of Public Health.....	0	2(MPH,MS)	(PhD[e])	0
School of Social Work.....	1 (BSW)	1 (MSW)	0	0

a. Includes first professional degrees, professional diplomas in Education, certificates and an Associate of Science degree.
b. Includes an Ed.D. degree with concentrations in Curriculum & Instruction, Educational Administration and Educational Foundations.
c. Includes concentrations in Counseling and Guidance and Special Education.
d. Includes concentrations in Anatomy and Reproductive Biology, Biochemistry, Biophysics, Genetics, Pharmacology, Physiology and Tropical Medicine.
e. Includes concentrations in Biochemistry, Biophysics, Genetics, Pharmacology, Physiology, Reproductive Biology, Tropical Medicine and Biostatistics-Epidemiology (the latter offered by the School of Public Health).

Source: Office of the Chancellor, University of Hawaii at Manoa (as found in MSO 818).

TABLE D-18
CURRICULA OFFERED, BY EDUCATIONAL OBJECTIVE
UNIVERSITY OF HAWAII AT HILO
FALL 1976

COLLEGE AND PROGRAM	EDUCATIONAL OBJECTIVE			
	Bachelor's Degrees	Associate of Arts	Associate in Science	Certificate of Achievement
TOTAL	22	1	18	18
Hilo College	19			
Humanities Division				
English	BA			
Philosophy	BA			
Speech	BA			
Speech-English	BA			
Natural Sciences Division				
Biology	BA			
Chemistry	BA			
Mathematics	BA			
Physics	BA			
Social Sciences Division				
Anthropology	BA			
Economics/Business	BA			
Geography	BA			
History	BA			
Political Science	BA			
Psychology	BA			
Social Science	BA			
Sociology	BA			
Interdisciplinary Majors				
American Studies	BA			
Liberal Studies	BA			
Linguistics	BA			
College of Agriculture	3			
Agriculture, General	BS			
Animal Science	BS			
Horticulture	BS			

TABLE D-1B (continued)

COLLEGE AND PROGRAM	EDUCATIONAL OBJECTIVE			
	Bachelor's Degrees	Associate of Arts	Associate in Science	Certificate of Achievement
Hawaii Community College.....		1	18	18
Liberal Arts.....		AA		
Business Education				
Accounting.....			AS	CA
Data Processing.....			AS	CA
General Clerk.....				CA
Mid-Management: Mdse....			AS	CA
Secretarial Science.....			AS	CA
Health Services				
Practical Nursing.....				CA
Assoc. Deg. in Nursing...			AS	
Hotel & Food Services.....				
Restaurant/Food Svcs.....			AS	CA
Public Services				
Fire Science.....			AS	
Police Science.....			AS	
Technology				
Agriculture Tech.....			AS	CA
Auto Body Repair & Pntg..			AS	CA
Auto Mechanics.....			AS	CA
Carpentry.....			AS	CA
Decorating & App. Design.				CA
Diesel Mechanics.....			AS	CA
Drafting & Eng. Aide.....			AS	CA
Electricity.....			AS	CA
Electronics Tech.....			AS	CA
Machine Tech.....			AS	CA
Welding & Sheet Metal....			AS	CA

Source: Office of the Chancellor, University of Hawaii at Hilo (as found in MSO 818).

TABLE D-1C
CURRICULA OFFERED, BY EDUCATIONAL OBJECTIVE
UNIVERSITY OF HAWAII COMMUNITY COLLEGES*
FALL 1976

New programs are circled.

Field of Study	Honolulu	Kapiolani	Kauai	Leeward	Maui	Windward
GENERAL & PRE-PROF: Lib. Arts	AA	AA	AA	AA	AA	AA
VOCATIONAL EDUCATION						
Business						
Accounting		AS	AS, CA	AS, CA	AS, CA	
Business, General**		CA	AS, CA		AS, CA	
Clerical**		CA	AS, CA			CA
Computer Sci/Data Proc**		AS, CA		AS, AA		
Management				AS		
Mid-Management: Hotel Op		AS			AS, CA	
Mid-Management: Mdse**		AS, CA			AS, CA	
Secretarial Science		AS	AS, CA	AS, CA	AS, CA	
Health Services						
Dental Assisting		CA				
Dietetic Technology		AS				
Medical Assisting		AS				
Medical Lab Assisting		AS				
Medical Records Tech		AS				
Nursing: LPN		CA	CA		CA	
AS Nursing			AS		AS	
Occ Therapy Asst		AS				
Radiological Tech		AS				
Respiratory Therapy		AS				
Hotel & Food Services						
Commercial Baking	AS, CA					
Food Service**		AS, CA		AS, CA		
Public Services						
Fire Science	AS, CA		AS, CA			
Human Service	AS, CA				AS, CA	
Industrial Ed	AA					
Legal Asst		AS				
Library Tech				AS, CA		
Occ Safety & Health	AS, CA					
Police Science	AS		AS		AS, CA	
Recreational Instr				AS, CA		

TABLE D-1C (continued)

Field of Study	Honolulu	Kapiolani	Kauai	Leeward	Maui	Windward
Technology						
Agriculture					AS, CA	
Apparel Trades**	AS, CA				AS, CA	
Auto Body Rep & Pntg	AS, CA		AS, CA		AS, CA	
Auto Mechs Tech	AS, CA		AS, CA	AS, CA	AS, CA	
Aviation Mtn Tech	AS, CA					
Carpentry	AS, CA		AS, CA		AS, CA	
Commercial Art	AS					
Cosmetology	AS, CA					
Diesel Mech**	AS, CA					
Drafting Tech	AS, CA		AS, CA	AS, CA	AS, CA	
Electricity**	AS, CA					
Electronics	AS					
Engineering Tech	AS					
Graphic Art				AS, CA		
Mtn Tech**					CA	
Marine Tech				AS, CA		
Metal Working: Mach Shop	AS, CA					
Sheet Met	AS***,CA***				AS, CA	
Welding	AS, CA		AS, CA		CA	
Refrig & Air Cond	AS, CA					

*Excludes Hawaii Community College.

**See Appendix A of MSO 818 for majors grouped under these categories.

***Honolulu's program combines Sheet Metal and Plastics.

Sources: Deans of Instruction: College Catalogs (as found in MSO 818).

TABLE D-2
UNIVERSITY OF HAWAII
FALL ENROLLMENT IN REGULAR CREDIT PROGRAMS*
1950-1976: SELECTED YEARS

NOTE: Does not include evening students at Manoa Campus, students enrolled in apprenticeship or non-credit programs in the Community Colleges.

Campus	1950	1955	1960	1965**	1970	1975	1976
Grand Total	4,987	5,414	7,771	16,107	33,127	44,526	44,712
U.H. at Manoa	4,901	5,186	7,511	13,587	21,090	21,260	21,356
Undergraduate	4,272***	4,444***	5,573	9,903	15,810	15,671	15,370
Graduate	629***	742***	509	1,601	3,441	4,111	4,284
Unclassified			1,429	2,083	1,839	1,478	1,702
Hilo College	86	228	260	510	1,184	2,087	1,837
West Oahu College						opened Sp/1976	139
Community Colleges				2,010	10,853	21,179	21,380
Hawaii CC				Trans.: 1969	557	1,915	1,871
Honolulu CC				702	1,937	4,017	4,450
Kapiolani CC				890	2,205	4,368	4,617
Kauai CC				175	627	1,238	1,186
Leeward CC				opened 1968	4,469	6,900	6,450
Maui CC				243	1,058	1,588	1,652
Windward CC				opened 1972		1,153	1,154

*Includes concurrent registrants and early admittees.
**Community College system established; first year that former technical schools were administered by the University of Hawaii.
***Includes unclassified students.

Sources: University of Hawaii, An Academic Development Plan (January 1964), p. 122; Department of Planning and Economic Development, The State of Hawaii Data Book (November 1976), pp. 49-50; University of Hawaii, Office of the Chancellor for Community Colleges and Management Systems Office.

TABLE D-3
FALL SEMESTER HEADCOUNT PROJECTIONS IN REGULAR CREDIT PROGRAMS
UNIVERSITY OF HAWAII BY CAMPUS
(Preliminary)
1977-82

	PROJECTED					
	1977	1978	1979	1980	1981	1982
TOTAL*	45,254	46,638	48,321	49,972	51,291	52,366
Manoa	20,815	20,735	20,976	21,196	21,393	21,588
Undergraduate	15,137	15,027	15,218	15,388	15,535	15,680
Graduate	5,678	5,708	5,758	5,808	5,858	5,908
West Oahu	250	350	500	700	950	1,100
U.H. at Hilo	3,378	3,476	3,606	3,890	4,108	4,271
Hilo College	1,591	1,621	1,689	1,878	2,045	2,166
Hawaii CC	1,787	1,855	1,917	2,012	2,063	2,105
Comm. Coll. System	20,811	22,077	23,239	24,186	24,840	25,407
Oahu	17,910	19,049	20,088	20,910	21,490	21,971
Honolulu CC	4,795	5,100	5,370	5,619	5,846	6,136
Kapiolani CC	4,986	5,341	5,653	5,927	6,171	6,367
Leeward CC	6,925	7,344	7,752	8,004	8,076	8,045
Windward CC	1,204	1,264	1,313	1,360	1,397	1,423
Maui CC	1,748	1,853	1,964	2,066	2,138	2,213
Kauai CC	1,153	1,175	1,187	1,210	1,212	1,223

*Total excludes concurrent and other special students except at U.H. at Hilo where concurrent students not registered at their home campus are included in the count on the campus where they are enrolled.

Source: University of Hawaii, Analytical Studies Office (December 1976).

TABLE D-4A
CURRICULA OFFERED, FALL 1976
INDEPENDENT COLLEGES: BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS

NOTE: The programs listed below are grouped, for administrative purposes, into six academic divisions.

Program	Bachelor's	Associate	Certificate
Behavioral & Social Science			
History - Government*:			
History	B.S., B.A.		
Public Administration	B.S., B.A.		
Asian Studies			1 year
Polynesian Studies			1 year
Social Work	B.S., B.A.		
Business			
Business Management*:			
Accounting	B.S., B.A.	A.S.	1 year
Business Management	B.S., B.A.		
T.I.M.	B.S., B.A.	A.S.	1 year
Office Management:			
Office Management	B.S., B.A.	A.S.	1 year
Secretarial Science	B.S., B.A.	A.S.	1 year
Communication & Lang. Arts			
English - TESL*:			
English	B.A.		
TESL	B.A.		
Speech Communications		A.A.	
Education			
Elementary Education:			
Elementary Ed. Emphasis	B.S., B.A.		
Parent-Child Ed. Emphasis	B.S., B.A.	A.S.	1 year
Secondary Education			Certificate
Home Economics		A.A., A.S.	
Physical Ed. & Recreation*	B.S., B.A.		

TABLE D-4A (continued)

Program	Bachelor's	Associate	Certificate
Fine Arts			
Fine Arts:			
Art *	B.S., B.A.		
Music *	B.S., B.A.		
Commercial Art		A.A.	2 years
Theatre		A.A.	2 years
Math, Natural Sciences & Technology			
Math - Physical Science*:			
Mathematics	B.S., B.A.		
Physical Science	B.S., B.A.		
Biological Science*:	B.S., B.A.		
Tropical Agriculture		A.S.	1 year
Marine Studies			1 year
Industrial Studies*:			
Industrial Education	B.S.		
Vocational Management	B.S.		

*Students majoring in these areas can also obtain certification to teach in the school system.

TABLE D-4B
CURRICULA OFFERED, FALL 1976
INDEPENDENT COLLEGES: CHAMINADE UNIVERSITY OF HONOLULU

Program	Master's	Bachelor's	Associate
Liberal Arts			A.A.
Business Management			A.G.S.
Early Childhood Education			A.G.S.
History			A.G.S.
Leadership Management			A.G.S.
Social Studies			A.G.S.
Law Enforcement			A.S.
American Studies		B.A.	
Applied Mathematics		B.A.	
Art		B.A.	
Asian Studies		B.A.	
Biology		B.A.	
Business Administration		B.A.	
Chemistry		B.A.	
Computer Science		B.A.	
Elementary Education		B.A.	
English		B.A.	
History		B.A.	
Humanities		B.A.	
International Studies		B.A.	
Mathematics		B.A.	
Philosophy		B.A.	
Political Science		B.A.	
Psychology		B.A.	
Religious Studies		B.A.	
Secondary Education		B.A.	
Social Studies		B.A.	
Sociology		B.A.	
Accounting	M.B.A.	B.B.A.	
Management Science	M.B.A.	B.B.A.	
Marketing Science	M.B.A.	B.B.A.	
Justice Management		B.S.	
Studio Arts		B.F.A.	
(General Studies)		B.G.S.	
(Liberal Studies)		B.L.S.	

TABLE D-4C
CURRICULA OFFERED, FALL 1976
INDEPENDENT COLLEGES: HAWAII LOA COLLEGE

Program	Bachelor's
Communication Arts	B.A.
Humanities	B.A
Science and Mathematics	B.A.
Social Sciences	B.A.

TABLE D-4D
CURRICULA OFFERED, FALL 1976
INDEPENDENT COLLEGES: HAWAII PACIFIC COLLEGE

Program	Bachelor's
Liberal Arts	B.A.
Business	B.S.
Public Administration	B.S.

TABLE D-5
ENROLLMENT IN CREDIT COURSES
INDEPENDENT COLLEGES
1961-1976: SELECTED YEARS

Campus	1961	1965	1970	1975	1976
Grand Total	1,639	1,833	2,717	5,339	5,737
Brigham Young University-Hawaii*	804	947	1,307	1,068	1,205
Chaminade University of Honolulu	403	549	962	2,560	2,988
Hawaii Loa College	--	--	103	208	239
Hawaii Pacific College**	--	57	153	1,503	1,305
Honolulu Christian College	53	67	--	--	--
Jackson College	207	--	--	--	--
U.S. International University-Maunaolu Campus***	172	213	192	--	--

*Previously called Church College of Hawaii.

**Hawaii Pacific College includes Honolulu Christian College, a four-year institution that merged with HPC in August 1966.

***Previously called Maunaolu College. Operations suspended after 1974-75 school year.

Sources: State of Hawaii, The University of Hawaii and Higher Education in Hawaii by S. V. Martorana and Ernest V. Hollis (November 1962), p. 224; Department of Planning and Economic Development, The State of Hawaii Data Book (November 1976), p. 51; Fall 1976 data were provided by the institutions.

TABLE D-6
LICENSED TECHNICAL, TRADE AND VOCATIONAL SCHOOLS
1975-76

NOTE: Accredited institutions are denoted with an*; those approved for veterans training with **. Enrollments are in ( ).

Type of School	No.	Total Prof. Staff	Total Stds.	Accredited or Approved for Veterans Training		
				No.	Name	Enrollment
A. Airline Training	3	15	445	1	Pacific Training Ctr. for Tourism**	(75)
B. Art	1	3	120			
C. Automotive & Electronics	2	20	217	2	Electronics Inst.**	(128)
					N.Y. Tech. Inst.**	(89)
D. Charm & Modeling	3	24	677	2	Barbizon Modeling Sch. of Hawaii**	(240)
					Gipsy Norton Studio**	(200)
E. Commercial & Business	14	118	2,364	8	Becker CPA Rev. Course**	(190)
					Cannon's Int'l. Bus. Coll. of Honolulu*; **	(351)
					Hawaii Bar Rev. Course**	(144)
					Hawaii Sch. of Bus.**	(726)
					Japan-America Inst. of Management Sci.**	(42)
					Kenway Sch. of Acctg.**	(71)
					Nat'l. Bus. Training**	(45)
					The Bus. Communication Seminar, Inc.**	(40)
F. Cosmetology & Hairdressing	4	18	306	4	Hilo Sch. of Beauty**	(20)
					Hollywood Beauty Coll.*;**	(120)
					Honolulu Barber Sch.**	(116)
					Trend Setters Int'l. Beauty Coll. of Hi.*;**	(50)
G. Income Tax Preparation	2	3	N.A.			
H. Interior Design	1	1	50			
I. Massage	1	1	N.A.			

TABLE D-6 (continued)

Type of School	No.	Total Prof. Staff	Total Stds.	Accredited or Approved for Veterans Training		
				No.	Name	Enrollment
J. Medical Assistant	1	4	31			
K. Nautical	1	4	59	1	Pacific Maritime Acad.**	(59)
L. Reading	3	12	831			
M. Real Estate	15	33	1,047[b]	7	Walter N. Clark Real Est. Sch.**	N.A.
					Harris Real Est. Sch.**	(21)
					Honolulu Real Est. Sch.**	N.A.
					Mike McCormack Sch. of Real Est.**	N.A.
					Real Est. Schs. of St. Michael**	(7)
					John F. Stapleton Sch. of Real Est.**	(300)
					Vitousek Real Est. Schs., Inc.**	(400)
N. Sewing	9	13	231	3	Fashion Inst.**	(15)
					Hawaii's Sch. of Fashion Design**	(20)
					Style Center**	(40)
O. Trucking	1	8	6			
Totals	61	277	6,384[c]	28		(3,509)[d] 55%

[a]Enrollment not available for one school.

[b]Enrollment not available for five schools.

[c]Enrollment not available for nine schools.

[d]Enrollment not available for three schools.

Source: State of Hawaii, Department of Education, Office of Instructional Services/Accreditation and Licensing Section, Directory of Private Trade Schools (February 1977).

Appendix E-1
Self-Assessment: University of Hawaii
(May 1977)

1. Diversity

a. Distinctive Educational Role

The distinctive role of the University of Hawaii, as the only institution of higher and postsecondary education supported and governed primarily by public revenues and bodies, is to provide the greatest diversity of opportunity for higher education for the State's citizens. "The basic purpose of the University of Hawaii, as the State-wide system of public higher education, is to afford all qualified people of Hawaii an equal opportunity for quality college and university education at both undergraduate and graduate levels."[1]

In order to serve this role, the University includes four major organizational Units with overlapping and distinctive missions; a major Land Grant and Sea Grant campus(U.H. Manoa) providing undergraduate, graduate, and professional higher education programs, including widespread research functions and a multiplicity of outreach service and continuing education efforts; a system of community colleges (UH-Community College System) focusing on lower division collegiate, postsecondary and community service instruction, and serving as the "open door" to the University; a third Unit (UH-Hilo) that consists of a partnership of a community college, a liberal arts college, and a college of agriculture; and a fourth (UH-West Oahu College) that for the time being offers upper division instruction only.

In the complex of Units, comprehensiveness is accomplished by:

- diversity of programs
- flexibility of admission and access patterns
- variety in philosophy
- geographical dispersion

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[1] Controlled Growth for the University of Hawaii-Community Colleges. Policy Statements by the Board of Regents of the University of Hawaii (Fall 1970), p. 10.

b. Programs

Each of the Units has overlapping and distinctive functions and in that context, each Unit has developed and is developing "specialties," as a continuing process.

1. The UH-Community College System has functional or mission specialties which include:

   - Occupational and Vocational Education requiring two years or less of postsecondary instruction, including apprenticeship training;
   - Lower division baccalaureate instruction for transfer and articulation with baccalaureate institutions;
   - Extended day and outreach postsecondary instruction within the immediate community;
   - "Open door" access for high school graduates whose performance in high school does not indicate probability of success in collegiate studies and older adults who have not completed high school, but whose motivation is high.

2. The complex at UH-Hilo includes a community college component that essentially has the mission similar to the UH-Community College System (but for administrative and coordinative purposes is linked to other instructional and administrative Units), a college of liberal arts and a college in agriculture with selective admission requirements. The unique features are:

   - Administrative integration of unlike components to facilitate educational flexibility and student movement between liberal arts college and curriculum and the occupational curriculum;
   - Emphasis on "applied agriculture" in the College of Agriculture.

3. UH-Manoa's unique functional specialties within the University include:

   - Pure and Applied Research
   - Graduate Instruction
   - Post-Baccalaureate Professional Instruction

- Post-Professional Continuing Education
- Agricultural Extension
- Upper Division and Graduate Instruction Outreach

4. UH-West Oahu College will have two phases of development toward its goal of a residential campus whose program emphasizes a liberal arts education with a strong career education flavor. During both phases there will be unique characteristics:

Phase I

- Non-campus Delivery of Instruction Only
- Non-residential and Commuter, Primarily Regional
- Upper Division Instruction Only
- Competency-based Evaluations
- Multi-disciplinary Major Fields of Study

Phase II

- Campus Plus Non-campus Delivery of Instruction
- Residential and Commuter Campus
- Admission Requirements for Entering Students
- Competency-based Evaluations
- Multi-disciplinary Major Fields of Study
- Liberal Arts with an Occupational Application
- Serving Statewide and Regional Needs in Appropriate Proportionate Mixes

All Units of the University have similar and overlapping functional missions of instruction and service, both of which are more precisely defined within that Unit's unique mission. As a result, "specialties" develop in instructional and service programs. In addition to these "specialties" that are consistent with the unique mission of the Unit concerned, there is a coordinated effort within each Unit and among the several

Units to eliminate unnecessary duplication and to minimize "necessary" duplication.

For example, consistent with the group of policies affecting the planning and operation of the UH-Community College System, certain high cost technical, occupational, and vocational programs are to be designated State-wide and limited to one or two Community College campuses. On Oahu, careful coordination is attempted among the four Community Colleges to reduce duplication.[2]

The UH-Community Colleges System is planning toward a goal of "selective emphasis" in programming for each of the Colleges. While this approach is still under development, the Colleges over time have implemented the following clusters and will continue to expand and define them more precisely in the years ahead. The vocational areas so far identified are:

- Hawaii CC -- agriculture, diesel mechanics
- Honolulu CC -- construction and mechanical technology
- Kapiolani CC -- business, health, food services
- Leeward CC -- public services, mechanical technology, business
- Kauai, Maui, and Windward CC -- developmental stages of identification

In addition, other non-vocational areas are in the process of identification for inclusion in the "selective emphasis" approach.

UH-Manoa is attempting to provide a programmatic emphasis that develops areas of "selective excellence" that not only give a certain flavor to the instructional, research, and service programs at all levels but also helps set priorities for investment to achieve national and international prominence in graduate, professional, and research scholarship and education. These areas of selective excellence are now undergoing more precise definition and new ways to provide impetus are being examined. The general fields to be included are:

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[2]Please refer to Controlled Growth for the University of Hawaii (Fall 1970), pp. 13-16.

- Asian and Pacific Studies
- Marine Studies and Marine-related Geosciences
- Tropical Agriculture

The "flavor" that should accrue to the entire curriculum and developmental efforts are:

- Multicultural aspects of human history and living
- International understanding
- Environmental concerns and means to preserve the well-being of humanity and natural resources

The criteria utilized for developing and retaining instructional, research, and service programs vary in detail from Unit to Unit and level to level. There are, however, several general ones that apply to all Units. They are:

- Relevance to the Unit's mission and function;
- State need as determined by general education needs, citizens' interests and choices, and manpower needs;
- Resource availability and requirements.

Within each Unit, there is an elaborate process to verify the above in consideration of other factors such as:

- Availability elsewhere within the University or State;
- The knowledge base for the program;
- Priority in competition with other needs and programs;
- Whether the need is long term or short term; and
- Relationship (supportive or competitive) to other programs.

For graduate programs at UH-Manoa, for example, a set of general Regent-approved criteria are utilized.[3]

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[3] "Criteria for Evaluation of Graduate Programs," approved by the Board of Regents on May 12, 1977.

A reasonably current listing of programs is provided in Appendix D.

c. Major Educational Programs

The University of Hawaii's major educational programs are extensive and include the following:

1. Lower division general and occupational programs of instruction to serve the following needs:

   a. universal education through the 14th year; to assist individuals in achieving humane inter-relationships, well-being, and self reliance in their lives;

   b. certified occupational competence in career fields needed in the State's manpower development and desired by the State's citizens; and

   c. articulation with baccalaureate educational programs.

2. Baccalaureate instruction in fields desired and needed by the State's citizens for a vital democratic society and for certified preparation and competence for productive lives of contribution and well-being.

3. Post-baccalaureate professional and graduate programs desired and required for the development of competency for professional careers and for the improvement of quality living in a democratic society.

4 The creation and dissemination of new knowledge to improve the quality of life and to assist in humane problem solving.

5. Service programs that extend the benefits of new knowledge and postsecondary and higher education to as many people of the State as possible.

Specific disciplinary fields of study, degrees, professional programs, research and outreach programs are constantly changing in nature, content, and nomenclature but generally they are developed and implemented as means to the above illustrative objectives.

The clientele served in the University of Hawaii by programs designed to achieve these objectives include almost all groups of the State's population. Special programs naturally serve "special" clientele that run the gamut including all of the following:

- recent high school graduates;
- older adults with a wide variety of previous educational experiences;
- newly arrived immigrants, both in grades K-14 and in postsecondary education;
- early childhood education practitioners and the aged;
- farming, ranching, agri-business, agriculture and agricultural groups;
- corporate and business clientele;
- organized labor;
- the disadvantaged;
- the handicapped;
- public employees and State agencies;
- professional groups, including law, medicine, nursing, public health, and social work; and
- the Department of Education

d. New Programs

There is a large number of new programs being examined and planned in the Community Colleges and UH-Manoa at all levels. While it is not possible to enumerate all of them in this document, they represent efforts of the University to remain current and to be consistent with the general criteria set forth above.

e. Continuing Education

Almost every instructional component in the University of Hawaii can be said to provide opportunity for and serve the function of continuing education. In the sense of organized efforts that have a primary focus of continuing education, however, the following are major:

1. UH-Manoa College of Continuing Education and Community Service includes:

   - Credit instruction for baccalaureate and graduate application;
   - Non-credit collegiate and post-baccalaureate instruction;
   - Non-credit non-collegiate instruction for special groups.

2. UH-Manoa -- Professional Schools provide C.E. for

   - business managers;
   - agriculturalists;
   - architects, engineers, lawyers, nurses, public health practitioners, physicians, social workers, teachers, etc.

3. UH-Hilo -- Continuing Education functions similarly to the UH-Manoa CCECS.

4. UH-Community College System provides:

   - educational programs for special non-degree groups;
   - instruction for credit in the Extended Day effort;
   - community education, normally for non-credit.

f. Inter-Institutional Arrangements

The University of Hawaii has a number of inter-institutional arrangements with universities in Asia and in the continental USA. They range from general agreements to "cooperate" where mutual interests and specific agreements are advisable to consortium arrangements by which student and faculty exchange

is accomplished. They are working satisfactorily. We will continue to develop others as the needs of Hawaii and the University seem to suggest them.

The only in-State inter-institutional arrangement the University has is with the East-West Center in the form of a contract for mutually beneficial arrangements regarding land, facilities, and students.

g. Emerging Needs or Challenges

1. The availability of resources sufficient to permit the University to fulfill its mission and to respond to the diversity and variety of needs and demands.

2. The increasing proportion of effort devoted to developmental and remedial education by the University and the relaxed retention policies within the institution.

3. The increasing dependency upon postsecondary education for vocational education.

4. The survival of private or independent colleges.

5. The need for a definitive State policy on community and "continuing" education and clarification of responsibilities for it.

6. Improved delivery of postsecondary education throughout the State by less labor-intensive methods.

7. Improved capacity of public agencies for in-house educational services and improved coordination in applied research needs.

8. Educating Hawaii students to the view that opportunities to pursue their chosen careers may be enhanced by looking beyond Hawaii.

9. Improving regional agreements and cooperation for high cost professional and other educational programs including upper division baccalaureate programs that broaden opportunities for Hawaii citizens.

10. Increasing needs for re-examining students' aid policies, practices and funding.

2. Quality

a. Criteria and Procedures in Assessing the Quality of Educational Programs

Several criteria and procedures are utilized in a great variety of ways for assessing quality of educational programs.[4] Generally, they include:

- Student Evaluations
- Accrediting Reviews
- Alumni Surveys
- External Reviewers
- In-depth Reviews of Each Program Every Five Years
- External Advisory Committees for Specific Programs
- Review of Faculty for Tenure and Promotion
- Curriculum Reviews by Faculty Groups
- Regular, Routine Administrative Review

b. & c. Criteria for Initiating, Phasing Out or Decreasing the Size and Scope of Program

To this date, the University of Hawaii has operationally applied the criteria for initiating programs as the basis for "phasing out or decreasing the size and scope of programs."[5] Additional guidelines are being developed.[6]

d. Appropriate Mix of Funding Sources

The answer to this depends upon the nature, purpose, and level of the program in question. For undergraduate degree credit education, tuition and fees to the student should be kept to the lowest level practicable. Graduate and professional educational programs should be available at a cost to the student that is higher than undergraduate degree credit instruction and continuing post-licensure education should be at a third level of cost.

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[4]For Universitywide procedures, please refer to U.H. System-wide PPB Memo #10, "New and Established Program Review and Approval Process" (February 26, 1973), 15 pp.

[5]Ibid.

[6]"Planning Guidelines, 1977-83."

Public service programs should be funded by user fees, grants by organizations (public and otherwise) for which the service is a matter of public policy, and by public funding specifically appropriated for the programmatic mission.

e. State Responsibility for Financing

The State should provide basic institutional support to its public postsecondary institutions through funds generated by taxes paid by the general public. Student financial assistance should be provided in appropriate amounts to students who wish to attend institutions governed and operated by non-public organizations. To minimize undue competition and unnecessary duplication of programs and to insure public accountability, student financial aid to independent institutions may need to involve programmatic criteria or public program review.

At the present time, institutions of higher education have so many areas for which they are publicly accountable and so many public groups to which they are publicly accountable, it seems that additional steps in the same direction of the past decade can only be counter productive (buck controls on two-bit items). We need to emphasize the differentiated responsibilities of the various levels of public authority and let them do the job. Universities are already subject to more of these efforts to improve accountability than other public functions and agencies.

f. Data on Cost

The University utilizes a variety of cost figures in its analyses. The variety includes costs per student credit hour by program, costs per full time equivalent by program, and overall costs by Unit and by Program Budget category. These analyses often involve comparisons internally, with national averages by type of institution, and by specific institutional reference points.

3. Access

The fundamental policy of the State of Hawaii regarding access to higher education for Hawaii's citizens is stated most clearly in the 1970 policy statements of the Board of Regents of the University of Hawaii entitled Controlled Growth for the University of Hawaii: Community Colleges.

A basic policy of the State is that no qualified resident applicant should be denied admission to the University of Hawaii System. This is applicable to the Community Colleges and the four-year undergraduate programs at the Manoa Campus and Hilo Campus.

The constraints of resources and time must therefore be balanced with realistic policies governing the future growth of graduate programs and out-of-state admissions, taking into consideration the open admission policy on qualified local residents to the Community Colleges and the undergraduate programs (page 8);

also,

The basic purpose of the University of Hawaii, as the Statewide system of public higher education, is to afford all qualified people of Hawaii an equal opportunity for quality college and university education at both undergraduate and graduate levels (page 10);

also,

The University of Hawaii Community Colleges are designed as part of the total university. The intent of the Board of Regents is that each community college become comprehensive in scope, restricted only by the necessity of limiting certain high cost and low demand programs to certain campuses. The goals of Hawaii are comprehensive programs, low tuition, open-door admission, education guidance, quality teaching, and responsiveness to the community which each college serves (page 13).

a. Characteristics

Access is normally viewed in terms of equal opportunity for all groups of persons including those who have been underrepresented in the recent past and who may have not aspired to nor been afforded the opportunity for higher education. The University of Hawaii has characterized its students in accordance with those dimensions most usually

applied when discussing the equal opportunity of under-represented groups: sex, income, ethnic background, handicap and age. The data displayed in the five tables that follow are the most recent data available on University of Hawaii students and on the general population of the State of Hawaii.

Table I
Sex Distribution*

	UH (1976)	State** (1975)
Female	46.6%	49.6%
Male	53.4%	50.4%

*Ages 18-98 for State data.
**Source: OEO 1975 Census Update Survey

Table II
Income Distribution*
Data Not Quite Comparable

UH Parental Income (1972)		State** (1975)	
Less than $3,000	5.1%	No income	22.6%
$3,000 to $5,999	7.2%	Less than $3,000	14.5%
$6,000 to $7,499	5.8%	$3,000 to $4,999	10.4%
$7,500 to $8,999	7.0%	$5,000 to $9,999	25.1%
$9,000 to $11,999	15.3%	$10,000 to $14,999	15.2%
$12,000 to $14,999	14.5%	$15,000 to $19,999	6.3%
$15,000 to $17,999	9.6%	$20,000 to $24,999	2.8%
$18,000 to $20,999	6.8%	$25,000 to $29,999	1.2%
More than $21,000	10.0%	$30,000 to $34,999	0.8%
Don't know	18.7%	Above $35,000	1.2%

*Ages 18-98 for State data; data from Kauai Census not available.
**Source: OEO 1975 Census Update Survey

Table III
Ethnic Background Distribution*

	UH (1976)	State** (1975)
Black	0.6%	1.1%
Caucasian	18.8%	28.3%
Portuguese	1.4%	3.7%
Chinese	7.3%	5.7%
Filipino	6.7%	10.6%
Hawaiian	2.8%	12.9%
Japanese	30.7%	29.5%
Korean	1.3%	1.4%
Puerto Rican	0.2%	0.6%
Samoan/Pacific Islander	0.9%	0.6%
Mixed	8.3%	4.1%
Other	-	1.4%
No data	16.3%	-

*Ages 18-98 for State data; data from Kauai Census not available.
**Source: OEO 1975 Census Update Survey

Table IV
Handicapped Distribution

UH (Actually Enrolled) (1976)	State* (Projected Potential Enrolled)
0.2% of all enrolled students	6.0% of college-going population

*Data based on 1970 U.S. Census Projection.

Table V
Age Distribution

	UH	State*
Under 18	3.6%	*
18-19	25.9%	
20-21	21.1%	
22-24	17.7%	
25-29	15.1%	
30-34	7.1%	
35-59	8.8%	
60 and over	0.6%	
No data	0.1%	*

*Data not appropriate to compare.

Data in the above tables suggest the following conclusions:

1) Overall the University of Hawaii is providing access to its campuses to persons of either sex. It is known that a few programs are more attractive to one sex and not the other. This phenomenon is suspected of being the result of cultural preferences by students and not the result of a policy barrier of the University.

2) Persons from all income groups are enrolled in the University of Hawaii. Indeed, the University has been able to assist all financially needy students to 100% of their need for the past several years through the application of both federal and State funded student financial assistance programs.

3) Persons from all ethnic backgrounds are enrolled in the University of Hawaii, although when compared with State patterns, persons of Caucasian, Hawaiian, Portuguese, and Filipino ancestry are somewhat underrepresented. The data on Caucasians is somewhat suspect, however, as experience has shown that Caucasians are less willing to respond to questions regarding ethnic background than are other groups. Thus the 16% no response may well be Caucasians.

4) It is perhaps the handicapped student who in recent years has experienced the greatest barrier to higher education. If the projection on potential enrollees is correct, then the University is not as accessible to the handicapped as it is to other groups. A thorough review of accessibility of the University to the handicapped is planned for the 1977-78 academic year in order to comply with the federal rules regarding discrimination against the handicapped.

5) Persons from all adult age groups are enrolled in the University of Hawaii, and in fact, students in the 18-21 age range (typically thought of as "college students") are only in the very slight majority. Mature adults who might not have aspired to a college education during their teens and early twenties now have access to such an education and are taking advantage of accessibility to such an education.

b. Change in Student Base

The University of Hawaii faces a serious limit on the resources available to serve Hawaii's citizens. While the University does not intend to depart from State policy to admit qualified residents of the State of Hawaii,

on the other hand the University Administration is examining the long-term commitments of the University, the scope of our services, the number of people we can service at an appropriate quality level, and current programs. The University Administration has presented its concerns in this regard to the Board of Regents and the State Government and we are now attempting to resolve satisfactorily the tension between access and resources.

c. Barriers to Access

To a great extent access to higher education for qualified residents of the State has been accomplished by the University during the course of the last ten years. The existence of University of Hawaii campuses on all major islands, the provision of adequate financial assistance, the operation of several energetic outreach activities to seek out and assist qualified students who otherwise might not have seen a college education as within their reach, the construction of on-campus housing to enable rural students to attend at reasonable rates for room and board, the providing of special tutorial and developmental services for students needing some remedial assistance, and other similar efforts have removed many of the barriers to access for most groups of students who traditionally have not aspired to higher education. If all barriers are to remain removed, however, and the University is to continue the programs and services Hawaii's citizens have come to expect and demand, additional funds must be made available. The University budget for 1977-79 will not allow us to be all things to all people.

Perhaps a barrier which still limits access for at least one group of potential students is the "transportation barrier" faced by our handicapped citizens. The University Administration has supported the funding of such a service, which experts agree is fundamental to the independence of work-ready and work-active disabled persons, for the associated training to make it possible for them to become financially independent, and for the maintenance of their physical and mental well-being. In that regard the University Administration recently testified in favor of H.B. 1329-77 and S.B. 1165-77, Relating to the Transportation of Handicapped Students.[8]

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[7]See "The 1977-79 Budget; A Report to the Regents' Committee of the Whole by the University Administration" (October 27, 1976), 45 pp.

[8]See "Official University of Hawaii Testimony; S.B. 1165, Transportation of Handicapped Students" (March 3, 1977), 3 pp.

The bill failed to pass third reading due only to the revenue problems of the State and not to a philosophical difference of opinion among our legislators. The failure of the bill is symbolic of the question of priorities for higher education with which we must grapple.

4. Coordination

"Coordination" and "coordinated planning" means many different things to different people. Therefore, responses and recommendations concerning this topic should be carefully defined and understood. Indications of need should also be thoroughly identified as a basis of response and recommendations.

In most instances coordinating agencies emerge from a need for a formal State organization to "coordinate" (by statutory functions and authority) the mission, broad policy development and application, and program delivery of different public institutions; and when independent or private institutions constitute a major delivery component, to coordinate specified aspects of policy and delivery by public and private institutions. Coordination has also taken many forms, including serving as a general discussion forum, providing general advisory recommendations on specified policy topics to various decision-making bodies, and more authoritative "decision-making" about academic programs, budgets, and physical facilities, including needs for new campuses. The basic difference seems to be one of voluntary coordination versus "authoritative" coordination of specific aspects of operation.

The State statutes creating the current Postsecondary Education Commission in Hawaii do not include authoritative coordination or planning as functions but focuses on the Commission as a recipient of federal funds under programs that require a State agency or organization that includes representatives of the general public and the various components of postsecondary education.

It is the University's view that the State does not need to enlarge the functions of the Postsecondary Education Commission at this time to include authoritative coordination and/or planning. To do so, in our opinion, would initiate only more demands for administrative overhead in funding and staffing and in a short time might tend to create still another level of bureaucracy and another demand for General Fund support.

On the other hand, the State and all of postsecondary education would likely benefit from inter-institutional and inter-agency cooperation and planning through voluntary "coordination" and information sharing. The University is highly supportive of this function to form a constructive partnership with other institutions of postsecondary education functions. The Postsecondary Education Commission would serve this objective well in serving as a meaningful forum for the discussion and development of State policy for postsecondary education that extends beyond the University of Hawaii and, based on its role as a forum, a source of constructive advice to institutions and their governing boards and to State Government.

Appendix E-2
Self-Assessment: Brigham Young University-Hawaii Campus
(May 1977)

Diversity

A. Institutional Role - The value of BYU-Hawaii as an educational option lies in several dimensions, specifically in being able to combine a high-quality academic experience with:

1. A Religious Experience - An opportunity for students to place academic learning into a total temporal and spiritual life perspective, with reinforcement of the types of values related to positive character development.

2. A Multicultural Experience - An opportunity to attend a small university, but one with substantial populations from a wide variety of Polynesian and Asian countries, together producing the kinds of experiences and enrichments such a mixture can yield.

3. An Accountability Experience - An opportunity to help students become accountable and responsible relative to their economic, educational, political, familial, moral, and spiritual lives.

B. Academic Specialties - BYU-Hawaii offers a variety of programs with commensurate degree options (see Table D-4A, pages 21-22). Criteria for designating programs as those deserving emphasis are under review, but will focus on a number of dimensions to include student preference, job market relevance, perceived value to the student and society, etc. Other programs will be contemplated for inclusion as the needs of those from our target populations so dictate.

C. Major Educational Programs - These are described briefly in the catalogue. Needs assessments are ongoing to determine relevance of programs for our various student target populations. No special clientele have been designated for our programs, with the exception of the English Language Institute, which is geared to our non-English speaking foreign students.

D. New Programs - The designations of new programs will follow subsequent to and in conjunction with the needs appraisal now being contemplated.

E. Continuing Education - Our continuing education program is growing and will be expanded, as appropriate, commensurate with its ability to strengthen the university and be self supporting.

F. Institutional Arrangements - The Executive Vice-President attends consortia meetings periodically and delegates assignments related thereto (such as the Institutional Research Director's at-present participation relative to the State Postsecondary Education Commission). The Learning Resource Center is on an interlibrary loan arrangement with other Oahu-based higher education institutions.

G. Needs and Challenges - We see the needs and challenges facing postsecondary education as follows:

1. Decreasing Enrollment - A combination of the declining birth rate, the de facto abolition of the military draft, and perceived (by students) irrelevance to careers of many programs, among other factors, have contributed to the present decline. This decline is seen as intensifying beginning in the early 1980's, with the resulting loss of revenue to Hawaii colleges and universities, particularly the private ones. (Because of the special nature of BYU-Hawaii, this decline is not likely to seriously affect our enrollment.)

2. Increasing Costs - The costs of providing academic services are going up. Personnel costs are increasing with inflation. Construction costs are climbing, as are costs relating to energy use. The increasing amount of federal government intrusion into higher education has and will continue to hike costs (while at the same time providing funds to somewhat offset these costs.) The HEW regulations relative to the handicapped, for example, will increase the costs at Chaminade and UH-Manoa considerably, and to a lesser degree elsewhere.

3. Federal Government Encroachment - Agencies of the federal government, particularly in HEW, are increasing intervention in the operations of colleges and university campuses. Accreditation,

academic freedom, and eventually financial solvency will soon be in the hands of federal government if present trends continue. It is a challenge to institutions of higher education to deal with this encroachment so as to preserve academic freedom and some degree of local control.

4. Job Market Relevance - Hawaii colleges and universities, particularly the non-community colleges, will be required more now and in the future to demonstrate relevance of programs to careers.

Quality

A. Program Assessment Criteria - Our present arrangement is to have each academic division review their programs in terms of the accomplishments of the programs and the criteria by which they think their program should be evaluated. These accomplishments and criteria are then reviewed by the top administration to see whether or not the self assessment by each academic division corresponds to what the administration feels to be the real progress denoted in the self-assessments. The programs are reviewed annually in what we call division program audits. The academic programs are subsumed under six academic divisions and once each year these divisions are audited very carefully by the top adminstration in terms of the value of the program and the criteria which have been used. Independent of the academic division assessments, the top administration looks at other dimensions, such as student preference, relation to perceived educational needs, etc. The list of criteria are still in process of being developed.

B. Program Change Criteria - At this point the University is looking again at the problem of changing programs, and at the criteria needed to correctly assess the need and direction of such change. Our present principal measure is student preference as reflected in course enrollment.

C. Initiating Programs - The criteria procedures for initiating new programs generally consist of having interested faculty members or others submit a proposal for the development of the new program. This then is sent to the dean who reviews it with the Academic Planning Council that is made up of the chairmen of

all the academic divisions. The program is then sent to a Faculty Advisory Committee where members elected from the faculty at large review the program and submit their recommendations back to the Academic Planning Council. The Academic Planning Council, in turn, reviews the Faculty Advisory Committee recommendations and makes their own recommendations which are then submitted to the Executive Council (made up of the top three administrators on the campus). Their appraisal and recommendations are then forwarded to the BYU-Provo Campus president, Dallin Oaks (who is also the president of Brigham Young University-Hawaii Campus) for his final review and submission, if appropriate, to the Board of Trustees for final action.

D. Funding Sources - We feel that the direct funding of the independent universities should be a combination of student fees and outside funding (church contributions, private contributions, etc.), with the balance between student fees and private contributions being altered as much as possible in the direction of more private-source contributions. Given our student populations, our attempt is to keep student tuition and fees at a minimum.

E. State's Financing Responsibility - We feel that students should be given a much greater choice in the use of state funds for higher education, but allocating a greater share of the education budget to students to use as they wish at the accredited in-state college or university of their choice. For this reason our basic position is one favoring the increased use of some type of voucher system. As to institutional accountability, we feel that it is sufficient for an institution to be accredited to insure that the quality of the education offered for students who use federal or state money to go to school is assured. We feel that the decision as to the use of public funds should be left in greater measure to the purchaser of the services.

F. Instructional Costs - We judge the appropriateness of costs based on student and institutional need. For example, we need to provide intensive English language training to many of our students. This service requires smaller classes and this, of course, lowers the student-teacher ratio and increases the cost. We consider these costs to be appropriate since one of our interests is in providing students with the level of English needed to fit into the other academic program. So even though the cost of the program is great, the long-range benefits to the students help justify the cost.

Access

A. Student Characteristics - Though our largest single student population comes from the Hawaiian Islands, our students come from about 25 different countries. Our attempt is to offer opportunities to students from all areas and to balance just as much as we possibly can in enrollments so as to allow students from every area some degree of accessibility to this campus. We consider the distribution and the balance we are trying to maintain as functional for our attempt to have an effective multicultural campus system.

B. Changing-Broadening Student Base - Our student base is already very extensive. Our only plans at present are to broaden the base so as to allow greater representation of students from lower income families. We are interested as well in having non-L.D.S. students, those willing to abide by our behavior standards, enroll at BYU-Hawaii Campus.

C. Barriers to Access - A major barrier for both foreign and local students is academic preparation. A number of potential students speak, work, or read English so poorly that it jeopardizes their entrance into Brigham Young University-Hawaii Campus, or they do not have sufficient academic background to be able to fit comfortably and work within the programs offered by the campus. Our attempts to reduce such barriers consist primarily of working both locally and in-country to help students understand and prepare themselves to meet our entrance requirements and perform academically up to our standards.

Coordination

A. Statewide Planning Agency - We consider it desirable to have a statewide agency concerned with public sector postsecondary educational planning. It would be helpful as well for such an agency to provide information to and carry-on ongoing dialogues with leaders in the independent colleges and universities. Such an agency could be organized in whatever fashion the public education sector considers to be important and valuable to them, and expanded to a larger committee to handle the exchange of information with independent colleges or universities. Given our feeling that such an agency should be limited to an information exchange body, each

independent college or university could designate someone in its organization to represent its interests in the information exchange activities.

The value we see is one of exchanging information and ideas to remain in close touch in terms of helping each other see what the educational needs of Hawaii might be, and what resources are available to meet these needs. Decisions as to institutional response should be left, without constraint, to the respective independent institutions.

B. Postsecondary Level Coordination - Coordination could be improved by having periodic meetings to share information and to see how we might better work together in responding to the educational needs of Hawaii residents.

C. Interagency Coordination - It would be valuable to have some agency in the public sector provide periodic data to both public and independent colleges and universities, about programs, educational needs, and job opportunities so as to allow for improved planning and implementation by the various institutions.

D. Student Transfer Policies - We feel that it is up to the student to decide whether he wants to attend or transfer from one institution to another. We do not feel that any policy should be set to either regulate or direct in any way the movement of students from one institution to another. Safeguards that should be set up should be those that protect and help students make the choice they desire. The one positive aspect that we should consider in this respect is that we should try to provide students with the kind of information and counseling on the high school level which will help them see the merits and values associated with attending various kinds of institutions.

E. Inter-Program Articulation - Articulation between secondary and postsecondary educational programs can be improved by working on ways of easing transition from secondary to post-secondary institutions. The notion of coordination should be one where information is provided, ideas exchanged, and problems worked out informally so as to retain the distinct character and independence of the independent educational sector from the public one.

Appendix E-3
Self-Assessment: Chaminade University of Honolulu
(May 1977)

Diversity

The distinctive role of Chaminade University within the State of Hawaii's postsecondary education program is to provide for an alternative to the state system. Students and/or their parents, must have the choice of a public or independent system, for there is no freedom if there are no options. Chaminade's program is characterized by comparatively small classes; opportunities for personalized instruction, for involvement in the planning of classes and curriculum; for leadership situations on campus, as well as in community-related academic programs. Through concurrent registration, access is available to classes at other institutions. Chaminade is value-conscious. Although no value-system is imposed upon the students, through classes and counseling, students are encouraged to set up their own value-framework, one aspect of which is an openness and flexibility in a dynamic, futuristic world. As a small institution with a culturally and age-mixed student body, Chaminade University can provide, for those students in this area of the Pacific who wish it, a liberal arts, value-oriented education in an atmosphere reflective of a microcosm of the universe.

Chaminade University views itself as primarily an institution for undergraduate education in the liberal arts tradition. Conscious of community needs not adequately met, Chaminade continues to develop in some specific directions. Some of these directions indicate the offering of graduate courses, or even a graduate degree. Decisions are based upon the availability of resources, among which are qualified faculty and sufficient student demand.

Major programs, eliciting interest of a growing clientele, include:

Justice Management

Business Administration, with its majors in Marketing, Accounting, and Management

Computer Science, with its specialty on mini-computers

Montessori Education, for those with background courses in the educational field

Religious Studies, for personnel on the Island engaged in various counseling or pastoral works

Project RENEW, a program for women wishing re-entry into the academic world and/or career guidance and counseling

Behavioral Sciences Major, with special emphases in psychology and anthropology

Biological/Physical Science subjects leading to degrees in the health-related fields

International Studies

In addition, students continue to pursue studies leading to the traditional liberal arts degrees.

All students are required to take a Core, a General Education Program. This requirement may be satisfied by taking the traditional courses in Skills, Natural Science, Humanities, and Social Sciences, or by an alternate inter-disciplinary route. The OPTIONAL CORE involves satisfying proficiency in the Skill subjects, and then taking a series of Integrated Studies Courses, involving a) team-taught trans-disciplinary courses; b) community-related experiences; and c) seminars.

The clientele that Chaminade serves is distributed geographically: the Hawaiian Islands, Mainland United States, Micronesia, the Orient, and other countries. Special emphasis has been placed, through the assistance of some Federal grants, on disadvantaged Hawaiians (the term used geographically, not ethnically). Through the Continuing Education Program at the military installations, adults who, for most part, have begun their postsecondary education at a variety of institutions, may complete their baccalaureate degree at Chaminade, earning a Bachelor of General Studies Degree (B.G.S.). This degree is less structured than the B.A., B.S., or B.B.A. degree earned through the regular Chaminade program, and allows a greater flexibility in requirements. A program in Early Admissions draws students from a number of high schools in the area.

Graduate credits can presently be earned in the area of Business Administration (leading to a Master's Degree in Business Administration); as well as in the area of Education, leading to an Elementary or Secondary Certificate, or a Montessori Certificate; and in Religious Studies, in preparation for a possible Master's Degree in Religious Studies.

Student demand is moving Chaminade University in the direction of the inauguration of a Master's Degree Program in Public Administration, serving the clientele from Justice Management, as well as other community services. The Academic Plan has indicated the need for a Master's Program in the area of Guidance and Counseling.

It is possible, therefore, that within the near future, Chaminade University may be offering a Master's Degree in: Business Administration (initiated in 1976); Public Administration (possibly in 1978); Religious Studies (possibly in 1979); and Guidance and Counseling (possibly in 1980).

At this point of time, it is presumed that Chaminade University would restrict itself to the graduate programs listed in the previous paragraph.

Inter-institutional arrangements exist with the University of Hawaii, whereby with the permission of the Vice President of Academic Affairs of Chaminade University, students who are in military courses, or who need a course for graduation from Chaminade which presents a schedule conflict, may concurrently register at the University of Hawaii, with the permission of the Registrar's office and dependent upon the availability of class space. The Chaminade student is reimbursed the amount of the costs involved in the University of Hawaii registration.

HAICU, the Hawaiian Association of Independent Colleges and Universities, was set up, among others reasons, to facilitate the concurrent registration among the campuses of the independent colleges.

While the University of Hawaii concurrent registration procedure works well and smoothly, that of HAICU has been in little use at Chaminade mainly because of the distances involved. A recent series of discussions,however, with Hawaii Loa College has led to some arrangements for faculty interchange for the forthcoming year, allowing each institution to offer the students a greater variety of faculty members within the

departments. It is expected that this will lead, also, to some student exchange, as the Pali Highway is traversed by the faculty members.

Three emerging needs which have repeatedly come to the attention of Chaminade University are:

1) Expansion of the availability of programs in the Nursing Profession;

2) Programs for isolated learners;

3) Alternative, 'Non-Traditional patterns of postsecondary education.

The State of Hawaii as a whole could absorb more graduates in the field of Nursing. The University of Hawaii cannot accept all of the current applicants in this field. Chaminade University has a growing number of students in pre-nursing, who cannot continue at the University of Hawaii because of space restrictions. Facilities required for the last two years of a Nursing Program are costly if the institution is not already equipped for these courses. In the Eastern part of the State of Washington, as well as elsewhere, a consortium arrangement has been worked out between the state and independent colleges to share resources. Because of Chaminade's proximity, hopefully such an arrangement could be worked out in the future.

For the past year Chaminade University has had a full-time staff member on Maui, exploring the possibilities and needs which had been called to our attention. A small beginning has been made to address these needs, as a small, flexible, rapidly-moving institution can do. The task is tremendous, as well as the need, there and on Molokai and Lanai.

Two areas emerge concerning needs in alternative, non-traditional patterns of postsecondary education in Hawaii: the need for the 18-22 year old who is gifted and/or creatively-oriented toward an educational pattern which involves larger learning-blocs than the traditional "course" sequence; and the need for an academically-sound Non-Traditional Program which evaluates and equates learning experiences of the adult with college credit. Chaminade University, for the past year, has been exploring possibilities in both of these areas, but has not yet finalized a satisfactory program. Cooperative efforts may meet this need.

Perhaps the greatest challenge confronting the institutions of post-secondary education in Hawaii, besides financial resources, is the mobility of the students, sometimes brought under the heading of attrition. The phenomena referred to elsewhere as "the marching students," seems to be more predominant in Hawaii, and more noticeable. Students who are attracted to the Islands, often are eager to move on, or back, to another environment before four-year program is complete, drawn by friends or family in another clime. The challenge to our institutions is not to try to impede that mobility, which is a phenomena of our times, but to try to interpret it and develop a situation and a program which would capitalize on the numbers of students who come under our influence during their post-secondary educational years. There is a need for a cooperative effort to address this question.

Quality

The continued quality of Chaminade's educational programs is dependent upon several evaluational levels: 1) That of the administration insofar as it introduces; allows to be introduced; or allows to be continued, programs which are consistent with the objectives of the institution; 2) That of the divisional heads, where faculty are first recommended for hiring, or retention; courses within a program are recommended; and on which level peer evaluations of courses and faculty take place; and 3) That of the student body, which is involved in confidential evaluation of each class, each semester. Outside evaluation of programs take place through the regional accrediting body: The Western Association of Schools and Colleges; state organizations which relate to some programs, e.g., education and business; and governmental evaluators for any federally funded programs.

Procedures used are as follows: 1) written, confidential student evaluations take place each semester. The Vice President for Academic Affairs and the individual faculty members have access to these evaluations. They are also placed in the faculty files for evaluation by the Rank and Tenure Committee. 2) On the course level, an Academic Council, made up of the divisional chairpersons with the Vice President for Academic Affairs, judges the academic worth and placement of courses in the curriculum. On this level, decisions are made to phase out or to add courses. The Academic Council is advisory to the Vice President for Academic Affairs.

Criteria is based on: a) student demand; b) whether the course must be offered and/or required because of the objectives of the institutions; c) whether there are adequate resources, including faculty. 3) On the level of overall college programs, the criteria for offering academic programs as decided by the administration, through its Executive Council, and ratified by the Board of Trustees, encompasses: a) Is the program in keeping with the goals and objectives of Chaminade University; b) Is it duplicative of programs offered elsewhere in the State of Hawaii? If it is, does Chaminade's style of offering the program----class size, approach, etc.----warrant its being included in the university's curriculum?; c) Is it financially feasible?

Probably the greatest problem at Chaminade University has been the situation of using financial feasibility as the primary criteria in judging feasibility of programs to be offered. Financial crunch often dictates this route. The worthiness and excellence of the institution requires that administrators weigh this against the purposes of the institution and ask, periodically: "Survival at what cost to the purpose of the institution?" Chaminade is addressing this question.

Financial Access

Chaminade University is in a double-jeopardy position. It is an independent institution without funding from church-related sources, except for the contributed services of less than half-a-dozen Marianists. It happens to be in one of the few states that does not give unmatched support to students attending independent institutions. This makes Chaminade dependent on student tuition, which it must keep within the range of the state-subsidized institution in its neighborhood, if it is to serve as an alternative for students on the Island. Chaminade University, as the oldest and largest independent institution of higher education in the Pacific has one of the very lowest tuitions of independent institutions in existence. The State of Hawaii has a choice to make. Either it will find ways to offer the freedom of choice to its citizens through independent education on the post-secondary level, as do most of the States, or it will price the only other viable institution out of existence. A tuition voucher plan is the most feasible. Matching funds is no long-term solution, and funds do not go far enough. Ways of shared services, through cooperative efforts may be of help, both to the State University, as well as to the public who want a small institution in the State of Hawaii.

Coordination

There should be a state-wide agency for planning in post-secondary education. That agency should be representative of the institutions in the state. If it is to be truly representative, it should not consist of Regents, for the most part of the University of Hawaii, but of a representative group from all sectors of the educational constituencies. The make-up of the body indicates to the people of Hawaii, the value that is placed on diversity and freedom in this state. The administrators and faculty of the independent institutions represent a wide range of experience and training in many institutions of higher education, as well as experience on various state councils of higher education.

Chaminade University could work in a complementary manner with the University of Hawaii in supplying programs in fields where the University of Hawaii has budgetary restrictions. It has done this in the past as a result of some contact between various officials from the state university system and Chaminade on an informal basis. This situation needs to be regularized. Chaminade University should be considered, along with the other independent institutions, as partners in the educational process.

Although several committees have a token representative of independent institutions, a balance could be achieved. In August, 1975, a workshop to determine Title I priorities was organized. Since that date, Chaminade has had no input on needs and priorities in this area although it is involved in servicing many in the community.

The visibility of Chaminade, its Board of Regents and Trustees from the community at large place its activities and use of funds consistently in the public scrutiny. Chaminade University is in favor of a statewide planning agency which recognizes the role of the independent institution as serving as an alternative, as a situation in which new programs can be readily implemented to serve the people of Hawaii.

Appendix E-4
Self-Assessment: Hawaii Loa College
(May 1977)

Introduction

Hawaii Loa College is presently in a state of transition. Whether the ultimate solution is a merger with Hawaii Pacific College, to continue alone, or to attain some form of metamorphosis, it is yet to be determined.

If the Steering Committee on the Master Plan accepts the present unknown status we can then proceed with certain facts and assumptions based on your self-assessment guidelines.

* * *

Diversity

One major distinction of Hawaii Loa is its affiliation with four protestant denominations: the United Methodist Church, United Church of Christ, Presbyterian, and Episcopalian. This sponsorship is the only one of its kind in higher education in the United States. Two denominations provide national support, another regional, and one is local in its affiliation. Through the denominational effort, local foundations and others, Hawaii Loa has, for ten years, been Hawaii's only independent, four year, liberal arts, residential college.

The other major distinction of Hawaii Loa is its personal concern for the individual student. From the time a student is reviewed by the admissions committee on a personal selective basis, through the planning of course distribution and selection, a great amount of time is spent in advising and counseling.

The initial concept and philosophy of Hawaii Loa was deliberate. It evolved through research, study and a series of symposiums in the early 1960's. The academic program has continuously maintained its Asian/Western thrust because of the resources available and the general location of the school in relation to its geographic surroundings of the Pacific basin and mainland U.S.A.

Now, changes are taking place that will allow the curriculum to become more program orientated while still retaining the Asian/Western concept. The resources, energy and interests of the present faculty are major factors in this change of direction and attitude. This is coupled with what we see as the educational goals and needs of the probable future constituencies at Hawaii Loa.

We are in the planning stages of an undergraduate Ocean and Marine Sciences program, utilizing classroom and laboratory facilities (on campus), development and research facilities (off campus), and offshore ocean facilities. This program should be completely formulated by the fall, 1978. Some of these courses are available in the present academic program.

A program fully conceptualized is the new Asian Studies program, which will include over a dozen Asia-related courses, using the expertise of our present faculty. There is also a future Western Studies program being planned.

Yet another new program is the College's Living English Institute (LEI) to assist students working in English as a second language. It is designed in three parts: (a) to learn basic english technique with no credit offered, (b) an intermediate english program with an opportunity to advance, (c) advanced college english training for credit, and to join in the College's undergraduate program.

In addition, Hawaii Loa will continue to strengthen its pre-professional offerings in medicine, law, theology and other career orientated programs.

There will also be an extension of the undergraduate program into evening hours, with an emphasis on business management courses.

These changes are taking place without additional full-time faculty or a radical shift from the basic core programs. In fact the new orientation will strengthen Hawaii Loa's thrust of intercultural and interdisciplinary offerings.

The faculty is presently discussing, with Chaminade University's faculty, the possibility of exchanging course offerings in areas where each institution can strengthen its own program. We do have an admission exchange program with both Chaminade and Hawaii Pacific for students seeking coursework not available at Hawaii Loa.

Because of the cooperation between the four independent institutions, Hawaii Association of Independent Colleges and Universities (HAICU) was organized. One accomplishment of HAICU was in working with the University of Hawaii in the first state wide scholarship program Bill, which was passed during the last legislative session.

Quality

The College's criteria for assessing current programs or courses is reflected in where Hawaii Loa's alumni attend graduate school, in the results of their continuing education, and in the positive impact made within their own communities. We, therefore, try to keep up-to-date records of our alumni. Internal review of new and current programs is now being strengthened through an accurate self-evaluation and review by the total faculty community.

New courses are first presented to the faculty curriculum committee with additional input from professors in the same division, i.e., communication arts, social sciences, humanities, science and mathematics. Final approval of any new course offerings or program is made by the entire faculty assembly.

We cannot be all things to all students in our programs and course offerings. But our modest size does give us a flexibility in working with the student and in planning his program.

At times a course will be dropped because of a professor's departure as we have little or no backup instruction. At times we use parttime instructors to fill a slot that has been left vacant, or large registrations in a specific course.

At Hawaii Loa we hope that tuition will eventually support 70-80% of operating costs, with the balance of 20-30% coming from gifts and donations. While certainly not adverse to federal government grant support, we seek such monies generally as a start-up for new programs that eventually can be self-supporting, to obtain basic equipment needs for programs, or to assist in faculty and administrative development. As a "teaching" institution, we must not develop a dependence on long range federal government assistance that can be costly in reporting, or could be suddenly ended.

We will not be presumptuous in suggesting what the state's responsibility is to the public sector. Let us just say that a viable higher education system requires both a strong public and independent sector.

To assist the independent sector we see the present new state scholarship program as a first step in the right direction--direct aid to students, rather than to the institution. The accountability is obvious--the success or failure of the individual student in his academic pursuits. A further step would be the state's assistance and support in revising the Constitution to enable the independent schools to directly share with the state in matching funds which the federal government provides.

A specialized cooperative venture which could be unique to the state, city and county, and Hawaii Loa is the development of a community/educational performing arts center on the College campus.

Centrally located on windward Oahu, Hawaii Loa's campus offers an exciting challenge for public and private sectors to bring the communities together through such a capital development. We could share the costs by offering a portion of land, and staff the educational facilities. The two levels of government would offer their expertise in construction, program and dollar support. The performing arts center would be a private-public venture offering both academic instruction and cultural programs of music, dance, art, etc. to the burgeoning windward community, in particular, but in effect to the entire state.

Hawaii Loa measures the educational costs of our students in three areas:

Estimated Cost Per Student

	FY 76 Actual	FY 77 Projected
Instructional	$1,200	$1,100
Educational & General	3,900	3,200
Total Budget excluding capital	5,900	4,800

Access

Hawaii Loa sees each student as an individual, with individual needs. We do know that students who come to Hawaii Loa can best be characterized as those seeking a small, independent institution, with the option of residential or commuting facilities and a focus on individual attention in educational offerings. We do know that students from Hawaii,

many areas of the mainland and the Pacific basin share in this general representation. The multi-cultural make up of the campus is a reflection of the success of the College's inter-cultural offerings.

We are endeavoring to broaden this base and increase enrollment, as was pointed out earlier in this paper, through the focus of specific programs and more pre-professional offerings.

Coordination

The Postsecondary Education Commission is a good mechanism which could provide an overview of higher education in Hawaii. There should be equitable representation from three sectors: public, independent and community-at-large. This will allow dialogue and input that reflects as broad a spectrum of the community as possible. While equitable representation can also mean proportionate, all who serve should do so under the same rules. The chairperson position could be rotated among the three sectors on a one year term basis. Guidelines and master plan proposals prepared by the Postsecondary Commission should be under continuous review and up-dating relevant to time and given situations.

Coordination between various "relevant" agencies and the educational community would best be served through representation on committees chaired by members of the Postsecondary Education Commission. These committees will be charged to prepare papers on areas of master planning, cooperative education programs, financial aid, etc. These year long review committees would then come together at an annual conference where their presentations could be made.

Transferring students should still be required to show proof of their academic performance. In seeking a transfer to a particular institution, that institution must accept the obligation to advise the prospective student that the school can, in fact, offer the courses they are seeking. There should be some flexibility on the part of each school in defining transferred courses before rejecting them. Schools should not prevent the choice of students transferring to other schools.

There should be more communication between secondary and postsecondary schools to give every student, who wishes, the opportunity to understand what the colleges and universities can offer in the way of programs, coursework and campus life.

Each year a limited number of orientations, sponsored by the Postsecondary Commission, should take place on the college and university campuses, for high school administrators and counselors. This would provide closer contact between secondary and postsecondary personnel, and a greater awareness of program offerings and campus life. Interest generated by high school administrators and counselors, who attend these orientations, should reflect a greater interest, and possibly campus visitations by high school students.

For more intense dialogue between both levels of administrators, counselors and teachers, the Postsecondary Commission could also arrange for "interaction retreats," where weekend discussions could be held off campuses on neutral ground. These could be self-sustaining by charging minimum fees for room and board.

Appendix E-5
Self-Assessment: Hawaii Pacific College
(May 1977)

Diversity

1. Distinctive Role

The most distinctive feature of Hawaii Pacific College is that it is a downtown, fully accredited, four-year, independent college providing baccalaureate programs in business administration, cooperative education, liberal arts, public administration and English Foundations. One of the most distinguishing features of the College is its cooperative education program, an academic program which places students in jobs as an integral part of their academic studies.

2. Areas of Specialization

Hawaii Pacific College specializes in business administration curriculum and cooperative education. The School of Business Administration offers majors in accounting, advertising, business law, data processing, economics, finances, management, marketing and real estate.

3. Major Educational Programs

As we have stated above, the College's major educational programs are business administration, cooperative education, liberal arts, public administration, and English Foundations (English as a second language). These academic programs currently serve over 1400 students. The majority of our student body are working adults and men and women employed in the downtown area and graduates of local high schools and community colleges. The College's large student population of working adults is the unique aspect of its student body.

4. "New" Programs

Hawaii Pacific College plans to develop and establish a Masters of Business Administration program by 1980. This new planned program will meet the existing needs of the Honolulu business community.

5. Continuing Education

Continuing education at Hawaii Pacific College plays a very important part in our academic program. Currently, the College offers credit and noncredit courses over the radio. For the Fall of 1976 these courses had a combined enrollment of 680 students most of whom were schoolteachers. The College's Management Service Center is currently servicing employees and participants of nonprofit agencies, government departments, and business firms.

6. Inter-institutional Arrangements

Hawaii Pacific currently has a cooperative arrangement with the Honolulu Academy of Arts. Under this arrangement the Academy and Hawaii Pacific jointly offer credit and noncredit courses. Hawaii Pacific has cooperative arrangements with Hawaii Loa College, Chaminade, Brigham Young University-Hawaii and the University of Hawaii. The College has cross-enrollment programs with each of these institutions whereby students at Hawaii Pacific may enroll in courses with the other institutions. Hawaii Pacific is also being assisted by the University of Hawaii and California State University, Northridge, under a federal Title III grant. All of these arrangements are working well.

7. Emerging Needs or Challenges

The most serious challenge to independent education in the State is the planned and unplanned expansion of the University of Hawaii system. The establishment of the West Oahu campus is an example of a planned commitment to public education which adversely affects independent education in the State. There is also the question of whether such a campus is needed and can be supported by the population of the State. The University of Hawaii's College of Continuing Education's recent moves to establish public service programs in the downtown area is an example of apparent unplanned expansion which could seriously affect Hawaii Pacific College. The College of Continuing Education's move to the downtown area duplicates the services rendered to the population of this area and seriously hinders Hawaii Pacific's growth potential largely because of the wide tuition differential between the private and public sector. Hawaii Pacific recommends to the University of Hawaii that it seriously study the impact of its growth plans upon the private sector. A strong independent higher education alternative to the public system can stimulate the public sector to higher levels of excellence.

Quality

8. Program Reviews

All of our academic programs are evaluated annually by the College's faculty and administration and for some of our programs by outside consultants.

Note

I would like to add that Hawaii Pacific College is currently studying the feasibility of a merger with Hawaii Loa College. Should the two colleges decide to merge, the mission of the new institution may require additional input.

Appendix E-6
Self-Assessment: East-West Center
(June 1977)

Prefatory Note

The Center's responsibility as one of only three national educational institutions is to serve the United States, including the State of Hawaii. Its location in Hawaii obviously serves to enrich the State's educational community, but its function within the state plan, given the nature of the Center as described below, is a question that should be examined.

DIVERSITY

The Center for Cultural and Technical Interchange Between East and West was established in Hawaii as a national educational institution by the Congress of the United States in 1960. Its mandated purpose is the promotion of better relations and understanding between the United States and some sixty nations and territories of Asia and the Pacific. Under the provisions of Public Law 86-472, the Center's founding legislation, programs of cooperative research, study, and training are to be worked out with these nations, and the Center is authorized to make awards to bring people from the U.S. and these Asian/Pacific countries to the Center to take part in these cooperative programs. To fulfill its purpose, the Center has developed cooperative programs focused on those mutually consequential problems from which poor relations and misunderstandings arise. P.L. 86-472 further directs the Secretary of State to provide for the establishment and operation of the Center through arrangments with public or private educational or other non-profit organizations.

In cooperation with the federal government, the 1975 Legislature of the State of Hawaii through Act 82 created a public, non-profit educational corporation with an international Board of Governors to administer and operate the Center on behalf of the federal government. The Center submits annually through the Department of State and Office of the President to the Congress a budget request covering all anticipated revenues and expenditures. The Congress appropriates funds specifically for the Center which constitute between 85-90 per cent of its total budget. Twelve Asian governments are also contributing funds.

The Center's distinctive role in the State is therefore that of being a national educational institution with multinational programs concentrated on mutually consequential problems and drawing in multistate and multinational clientele, including some participants from the State of Hawaii.

The Center specializes in programs in which the design, development, conduct, sharing of results, and evaluation are carried out with participants from the U.S., Asia, and the Pacific. Some 85 per cent of these participants each year are leaders of government, education, business, the professions, and research enterprises, the remainder being graduate students working in Center programs while pursuing graduate degrees at the University of Hawaii or, for a small number, Ph.D. degrees at universities in Asia or the U.S. mainland. Because all programs annually must demonstrate accomplishment in the promotion of better relations and understanding, the Center has concentrated its research, study, and training on those crucial problems of mutual consequence which give rise to poor relations and misunderstandings East and West. Thus both the style and the substantive content of Center programs are clearly related to the purpose of the institution. Among educational institutions, the Center has additional unique features: it offers no degrees, courses, credits, or marks; it has no faculties organized into departments; it operates twelve months a year; and it organizes its programs under "institutes" and its work in multiphase, team projects involving research, product development, demonstration of findings and products, and dissemination.

The Center, in concert with leaders from other nations East and West, has selected five problem areas which meet the criteria of (1) being crucial to better relations and understanding, (2) having mutual consequence, (3) having long-range significance, (4) being systemic in character, (5) having a relationship to policy, and (6) requiring teamwork among disciplines, sectors, and professions to contribute to problem solution. The problem areas currently addressed by Center institutes are those of communication, culture learning, environment and policy, population, and resource systems.

Beginning in FY 1979, the Center plans to develop a series of Centerwide seminars for senior policymakers on cross-national decisionmaking. These seminars will draw on all Center institutes for staff and will use educational materials developed from the integration of the output of the institutes.

Tentatively, in FY 1981 the Center will develop a sixth institute, the problem for which has not yet been identified. At that point, the limits of the present facilities of the Center will be reached.

Each Center institute seeks cooperation in the development of its projects from among institutions in the sixty nations and territories and the several states, including Hawaii.

QUALITY

The evaluation system for Center programs has seven components. First, the Center has generated and adopted explicit criteria to judge all project plans within the institutes. Each spring each institute submits project plans for the fiscal year to begin eighteen months hence. These project plans are reviewed against the stated criteria, revisions to improve the projects are encouraged, and finally budgets are recommended to the Board of Governors with regard to the excellence of the projects in relation to the criteria. Second, during the course of a fiscal year there are monthly management reports to all unit heads providing comparisons of program and fiscal indicators of performance against plans. These are shared bimonthly with the Board of Governors. At the end of the fiscal year, there is an overall comparison of plans versus actual performance covering the entire year. Third, a systematic, centralized gathering of reactions of participants in every project activity during the year provides overall assessment of participant experiences. Fourth, each Center project includes an evaluation component by which staff and participants can assess effectiveness and usefulness. Fifth, the Center is presently designing, with representatives of governments and organizations employing Center alumni or cooperating in projects, and with Center alumni, an impact evaluation study to assess the kind and degree of long-range impact of involvement at the Center. Sixth, the critical review, acceptance, and use of the research findings and products developed by Center programs are studied and reported, although this effort along with impact studies needs further time and resources to be fully useful. Finally, the Board of Governors is in the process of appointing an international panel of consultants to conduct annual "program audits" for the Board.

Project plans are assessed against such criteria as clarity and coherence of project work in relationship to the institute's problem focus; accomplishability of the project objectives; mutual consequences of substantive problem issues addressed; multidisciplinary teamwork; East-West involvement in all project phases; equality of roles of Asians, Pacific Islanders, and Americans; management plan covering the entire project life; adherence to ratio of two Asian/Pacific participants for each American.

Indicators of program performance against plans include those directly correlated to program expenditures, such as number of participants, number of participant months, number of awards fully funded by the Center, number of cost-shared awards, country spread of awards, number of academic publications and other "products," project-related travel, etc.

For seven years the Center has had a program model including size and mix of academic staff, size of professional support staff and clerical staff, and model participant levels for senior fellows, professional associates, and degree-seeking students, related to the nature of the Center's work and the availability of program and living facilities actual and planned. It assesses its progress in development of the institution against this model and requests funds annually in relation to this model. Such a model is essential to long-range forecasting of quality and scope of programs. All new programs must meet the criteria outlined above and be developed in concept through systematic, international dialogue.

The appropriate mixture of funding sources for the Center has been postulated as two dollars of annual Congressional appropriation to each one dollar of contributions from foreign governments, donated services, grants, and contracts. The present Congressional appropriation is 87 per cent of the total budget. The Center expects to move slowly and appropriately away from fully-funded awards for all participants to a mixture of fully and partially funded.

The Center seeks no State funding. Through the annual Congressional budget cycle and the annual audit cycle, the Board of Governors of the Center accepts full responsibility for programs and expenditures.

ACCESS

Participants for Center programs are accepted both nationally and internationally on the basis of publicly announced criteria for each institute project activity. These criteria customarily include qualification requirements of education, language, and job role; overlap of research interests with those of project; and willingness to enter into a teamwork style of operation. Women and minority group candidates are sought actively in the U.S. and encouraged in other countries.

COORDINATION

Within its federal and international obligations, the Center offers a limited but steady number of opportunities to residents of Hawaii, primarily in continuing education for leaders in Hawaii government, business, education, and the professions. The Center maintains close and continuing relationships with the University of Hawaii. The two institutions share staff, and the overwhelming majority of the Center's graduate student participants attend the University with the financial support of the Center. The University and the public have access to noted national and international scholars brought to the Center. Economically, the Center annually brings millions of dollars (currently about 15 million) into the State.

Any statewide planning or organization of post secondary educational programs in Hawaii which includes the East-West Center should take into account the federal nature of the Center program, the annual review and appropriation role of the U.S. Congress with regard to the Center, and its national and international obligations under federal law. Within this context, the Center would find it useful to be included in a statewide plan which would serve as a clearinghouse for educational program opportunities.

Appendix E-7
Self-Assessment: Western Interstate Commission for Higher Education Student Exchange Program
(June 1977)

Since WICHE-Hawaii is only one very specific program and not an institution some of the questions cannot be reasonably answered without a great deal of personal opinion. Therefore, a brief overview is presented in place of itemized answers to individual questions.

1. DIVERSITY

The WICHE educational programs were initiated with the premise that;

"Many of the Western States individually do not have sufficient numbers of potential students nor the finances to warrant the establishment and maintenance within their borders of adequate facilities in all of the essential fields of technical, professional, and graduate training. The Western states, or groups of such states within the Region, cooperatively can provide acceptable and efficient educational facilities to meet the needs of the Region and of the students thereof."

The best known of the programs is the Student Exchange Program which now includes for Hawaii: Dentistry, Forestry, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, Podiatry, and Veterinary Medicine.

A recent addition to the educational programs is the "WICHE Fellows" Student Exchange Program which is designed so that participating states may "share selected graduate programs operated by a given state with the other cooperating states by making them available at resident tuition rates to residents of cooperating states not operating programs in that field on a reciprocal basis among the participating states." It serves students seeking access to graduate programs not available in their home states and/or graduate programs which are underenrolled or which for other reasons can admit out-of-state students.

Other programs are the Mental Health Program, the WICHE Nursing Program, the Resources Development Internship Program which provides service-learning experiences for college students wishing to enrich their technical, professional, or graduate education.

In summary, it may be said that while WICHE-Hawaii is specific and specialized in activities and clientele, it contributes toward more comprehensive educational opportunities for the students of Hawaii. WICHE supplements and complements the programs offered within the State.

2. QUALITY

Success in attaining WICHE objectives might be measured by reviewing the numbers of students accepted into the various professional fields. It might be that excellence is attained when the acceptance into professional programs is a result of a balance and harmony of student aspirations, career objectives, state manpower needs, economic opportunity and receiving state's benefits.

Arithmetically, the numbers of students accepted into the "tight" professional programs has increased each year. The numbers accepted in 1976 were indeed dramatic.

3. ACCESS

The Student Exchange Program allows qualified persons who are residents of one compact member state access to instruction and other educational services from programs of higher education in another state.

In keeping with the WICHE philosophy to provide services and facilities of graduate and professional education for the citizens of the respective compacting states or territories; one of the chief concerns is that of improving educational opportunities for individual western students and increase access to education as one means of improving the quality of education available to citizens.

Students were selected for certification for the first time in 1976 (for 1977 enrollment), according to high past academic performance. In addition to this, students had to be selected for admission by various committees. Students served by WICHE-Hawaii might therefore be categorized as superior. Numbers and broadness of the base is directly related to the funding level provided WICHE Hawaii. Thus, while increased funding will broaden the base, lowered levels will also prove to be barriers for some.

4. COORDINATION

WICHE, the compact has demonstrated that coordination among states can be achieved. If one views the various educational agencies and institutions within the state as entities not unlike the compacted states; perhaps the Post-Secondary Board can assume a role somewhat like WICHE headquarters in coordinating the flow of students among the institutions.

Appendix E-8
Self-Assessment: Department of Education,
Adult Education Program
(April 1977)

1. Diversity

a. Distinctive Role

The most distinctive role of the DOE's current adult education program is to provide a variety of basic, remedial and continuing education opportunities for the adult population of Hawaii in programs of instructional activities of less than college grade, conducted throughout the State under the auspices of the public schools, using public school buildings and equipment as authorized by Sec. 301, Hawaii Revised Statutes.

b. Program Specialties

The DOE's Adult Education Program specializes in:

. Adult Basic Education

. Naturalization training

. Adult secondary education and high school completion.

. Home, family life education and general interests.

. Cultural and recreational education.

The basis for selection of the above course areas is Section 301, Revised Laws of Hawaii.

c. Major Educational Programs

The major programs with brief descriptions, target groups and other statistics are shown in Attachment 1, 1976 CONSPECTUS. . .

"Special clientele" being served include:

(1) 1,891 adults and out-of-school youth earned high school certificates through the program in FY 1976.

(2) Approx. 8,000 senior citizens were enrolled in free cultural/recreational classes in FY 1976.

(3) Approx. 16,000 recent immigrants: Filipino, Samoan, Indochinese, Korean, and others (unduplicated count) were enrolled in ESL/Adult Basic Education classes in FY 1976.

(4) A special "Veterans Rehabilitation" class is an ongoing activity, also various other special programs for active duty military personnel.

d. New Programs

We are planning to expand parent education activities in the area of Early Childhood Education, i.e., care of children from birth to age 5.

e. Continuing Education

Approx. 40 to 50 percent of the current 66,000 enrollments in the DOE's adult education program may be classed as continuing education. The cultural/recreational program areas are outstanding "growth areas" in recent years. Our plans are to continue to encourage program growth "as rapidly as facilities are available and interest can be created." (This is our charge under Section 301, HRS.)

f. Inter-institutional Arrangements

In general we look to University of Hawaii (and occasionally other universities and consultants) for assistance in staff development, special project and evaluation activities. Linkages are maintained with numerous Human Service agencies . . . /and/ other Public Agencies . . .

g. Emerging Needs or Challenges

One of the most pressing challenges is to provide an ever-increasing amount of quality, lifelong learning opportunities, at moderate cost and subsidy, to meet needs, interests and a rapidly growing demand. The recent "Wingspread Conference on Lifelong Learning" (Racine, Wisconsin, Oct. 1976) reported that enrollment in public adult education is growing at a rate of almost 11 percent a year--compared to an overall growth rate of less than 2 percent for "preparatory" education. (The growth rate in Hawaii was 17 percent last year, compared to a negative growth rate for elementary education.) Hawaii, like other parts of the nation, will likely be hard put in the future to provide the resources necessary to meet the growing need and demand for postsecondary education in the State.

Another important challenge for postsecondary education is the design and delivery of more effective programs. For despite its mushrooming growth both nationally and locally, there is still plentiful evidence of widespread "functional illiteracy" among America's out-of-school youth and adults. A recent study by the University of Texas, involving a national sampling, concluded that approx. 20% of the nation's adults lack the basic tool skills to function effectively in their day to day life.

2. Quality

a. Program Assessment Criteria

At the present time, three official "Measures of Effectiveness" are in use: (a) percent of enrollees completing their courses; (b) percent of high school candidates receiving certificates relative to number who are seeking degrees; (c) percent of students rating the program "satisfactory." Performance is reviewed annually by means of a "Variance Report" as prescribed by the State's PPBS procedures. Various other program reviews are conducted periodically to meet federal and other funding source requirements.

b. Program Change Criteria

Criteria are determined by institutional priorities, availability of funds, mandatory requirements of the funding source, value judgments of the program administrators, and marketing factors. Procedures for controlling the size and scope of program include formal budget allocation guidelines supported by administrative review, approval and monitoring mechanisms.

c. Initiating Programs

Primarily the criteria for new programs include:

- Community need/interest in the subject.
- Sufficient participant interest to support the activity (usually minimum of 12-15 enrollees per class).
- Available source of funding.
- Qualified instructor or resource persons available.
- Appropriate instructional facility, materials and equipment available.

d. Funding Sources

We feel that the mix should be determined by the types of instruction offered and to some extent by ability to pay. For example: We think that state subsidies should cover basic education skills at least through high school completion for all persons regardless of age. Federal funds are appropriate to supplement state efforts in this regard. Also to provide for special target groups (immigrants, senior citizens, military) and to encourage pilot projects, research and new developments. Student fees are appropriate for cultural/recreational and general interest type activities provided there is ability to pay.

e. State's Financing Responsibility

The State should provide basic education at least through high school as explained above. Some form of "vouchering" may be appropriate in the case of independent schools as long as church and state are kept separate.

f. Instructional Costs

We do have some data on the costs of servicing our students. One basis for evaluation is comparison with costs for similar programs in other states. The kinds of expenditures included are personal services, operating expenses and equipment. Capital improvements are not included.

3. Access

a. Student Characteristics

The general description of our students is "any out-of-school youth or adult (age 16 or over) who needs and wants our services." Further information on target groups for the various programs is shown in Attachment 1. Evaluation of the distribution leads to the general conclusion that in every program area we are servicing only a small proportion of the potential or identified target group (overall, less than 10% of the total target group).

b. Broadening Student Base

We had requested funds for a 10% annual workload increase for FB 1977-79. However, the latest information we have is that all expansion has been denied.

c. Barriers to Access

Our experience has been that the most important barrier to access is tuition fees. Free classes invariably attract more participants than fee classes. Other barriers are lack of information on what is available, lack of free time to participate, need for a baby-sitter or transportation, inconvenient location or scheduling of classes and fear of failure.

We suggest that the state study the feasibility of much wider use of existing state-owned facilities; that transportation, baby-sitting services and more scheduling options be provided, and that program information and counseling services be expanded as rapidly as feasible.

4. Coordination

a. Statewide Planning Agency

We believe that it would be beneficial to have an agency for statewide planning and coordination of PSE. However, due to the (desirable) diversity of public and private institutions, instructional modes, settings, fees, subsidies and programs involved, it is felt that the coordinating agency should concentrate on overall needs assessment, planning, research and development. It should not be directly involved in program operation. Under this concept operational agencies such as DOE would be users of the planning agency services on a separate but equal basis.

Organizational placement of adult education for purposes of improved administration and coordination is a complex question which can only be touched upon here. Adult and continuing education programs are almost without exception considered to be adjunct to the main mission of universities and public school departments and are not generally given the same weight, attention or resources as the "primary mission" programs of these agencies. For this reason, practitioners have advanced the belief that adult continuing education should be recognized as a "third level" of education - separate and equal to the public school system and the college/university system, and that a new, separate agency should be created to implement this idea.

b. Coordination among Institutions of Postsecondary Education

A "coordinating council" consisting of representatives of the institutions and agencies involved and also including a balance of clients as public members is one suggestion. Such councils have been effective elsewhere and could be effective here.

Coordination of program offerings, schedules, fee assessments, facilities, teacher standards, grades, credits, diplomas and more widespread dissemination of progam information are among other possibilities for improvement.

UNIV... OF CALIF.
LOS ANGELES
MAR 3 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES

1976 Conspectus • Department of Education • Adult Education Program • State of Hawaii

	ADULT BASIC EDUCATION	NATURALIZATION	ADULT SECONDARY	HOME-FAMILY-CIVIC	CULTURAL-RECREATIONAL
AUTHORITY Chapter 301, Hawaii Revised Statutes directs the DOE to establish and regulate a program of adult education of less than college grade to be conducted in public school buildings wherever feasible	• Chapter 301, HRS • Adult Education Act, P.L. 91-230 as amended. • Indochina Migration & Refugee Assistance Act of 1975, P.L. 94-23	• Chapter 301, HRS • Indochina Migration & Refugee Assistance Act of 1975, P.L. 94-23	• Chapter 301, HRS • Veterans Rehabilitation, P.L. 89-354 • PREP, P.L. 92-540	• Chapter 301, HRS • Vocational Education Act, P.L. 90-576, Part F	• Chapter 301, HRS • State General Appropriations Act (Senior Citizens)
OBJECTIVES	Provide opportunities for adults to master the basic skills of reading, writing, arithmetic and English language (ESL) for functional everyday use.	Assist alien immigrants to gain basic knowledge of the rights and responsibilities of American citizens and to qualify for naturalization.	Provide "second chance" opportunity for adults and out-of-school youth to earn the high school certificate or to update their previous high school learnings.	Help adult homemakers to increase their knowledge and improve their skills in child care, first aid, food, clothing, shelter, and consumer education.	Provide adult education instruction and opportunities for development and performance of skills in the arts, crafts, music, drama and dance; enhance and broaden cultural, recreational and social interests.
TARGET GROUPS General Adult Education classes and programs are open to any out-of-school youth or adult who may need or want such services.	Adults with less than 8th grade achievement in communication skills. Foreign born adults needing English language instruction (ESL). • U.S. Census indicates 66,000 adults in Hawaii with less than 8th grade education.	Aliens who wish to become naturalized U.S. citizens. U.S. Immigration service estimates 57,000 resident aliens in Hawaii. • Approx. 6,000 new alien arrivals annually.	The 1970 U.S. Census shows 384,843 persons 16 years of age and over, not enrolled in school. Of this number, approx. 145,000 do not have a high school diploma.	• Approx. 170,000 families. • Special programs for homemakers in "economically depressed areas" (OEO criteria).	Open to all adults who apply. • Free classes for senior citizens age 60 & over.
PROGRAM DESCRIPTION Adult Education classes are currently held in about 220 different public schools, churches, libraries, hospitals, prisons, senior citizen centers, military reservations, housing, and community halls throughout the State. Classes are conducted under the supervision of the community school principals and the seven District Superintendents.	Tuition-free classes in English for the foreign-born, basic reading, writing, arithmetic and coping skills. Classes meet twice a week, 2-3 hours per session, 10 weeks per term. New terms begin Sept., Jan., June. Most classes meet during evening hours 7 to 9 p.m. however, some schools offer morning classes.	Tuition-free classes in preparation for the U.S. Immigration Service naturalization examination. Classes meet twice weekly, 2-3 hours per meeting, 10 weeks per term. New terms begin Sept., Jan., June. Most classes meet two nights a week from 7 to 9 p.m. Some schools offer morning classes.	Tuition-free classes in high school English, mathematics, GED preparation, typing, civil service preparation and other H.S. courses. GED testing, transcript and diploma services. Classes meet twice per week, 2-3 hours per session, 10 weeks per term. New terms begin Sept., Jan., June.	Short courses - some free- in cooking, sewing, decorating, drapery, baby care, first aid, consumer skills, community problems, others. Supply fees and small tuition fees in some classes. Classes meet 1-2 times weekly, 5-10 weeks per term. New terms begin Sept., Jan., June.	Short courses in arts, crafts, music, dance, games, hobbies, sports instruction, investments and general interests. Fees charged for most courses. Free for senior citizens. Most classes meet once a week, 2-3 hours per session for 10 weeks. New terms begin Sept., Jan., June.
PROGRAM STATISTICS, FY 1976 Total No. of Classes: 3,796 Total No. of Centers: 223 Total Enrollments: 66,074	Classes: 1,025 Enrollments: 21,297	Classes: 45 Enrollments: 786	Classes: 1,215 Enrollments: 21,631 Diplomas Issued: 1891	Classes: 312 Enrollments: 4,695	Classes: 1,199 Enrollments: 17,665
ALLOCATIONS, FY 1976 State: $1,319,144* (55%) Federal 361,358 (15%) Special: 716,695 (30%) **Total: $2,397,197 (100%)**	• State* (Inc. in total) • Federal (Inc. in total)	• State (incl. in total*) • Federal (incl. in total)	• State* • Federal (Vets) $ 24,503 • Special (PREP) 476,328 • Special (fees) inc. in total	• State* • Federal (Voc) $22,000 • Special (fees) incl. in total	• Special funds (Inc. in total) • State funds (senior citizens) $73,814